THE UNIVERSITY OF ALBERTA

A RESOURCE MANUAL FOR TEACHING COURT GAMES

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Resource Manual for Teaching Court Games" submitted by Nancy Elizabeth Melnychuk in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

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The purpose of this research project was to develop a resource manual which would enable the classroom or specialist physical education teacher to plan and teach a unit on court games. The materials presented were thought to be appropriate for children in grade four, five and six.

In order to prepare the manual, the opinions of twenty-one experts were polled to determine the format and content of the proposed resource manual. These experts, post-secondary academic and school board supervisory personnel, were assumed to be familiar with elementary school games programs and the needs of teachers in relation to this area. Curriculum guides, resource units, relevant research and literature provided further insight into teachers' expectations of reference materials. Based upon the information collected from the experts' responses and the review of literature, supported by personal knowledge and experience, the author prepared the first draft of a manual, A Resource Manual for Teaching Court Games.

The selection, presentation and organization of material in the manual provided the teachers with the opportunity to select the material that best suited their personal training and experience, and the needs and interests of the particular children involved. The format and content of the manual also provided the necessary information for those teachers who wished to involve the children in the decision-making and problem-solving processes required to design their own games.

Through questionnaire and interview responses, the nineteen teachers who had used the resource manual to plan and teach a unit on court games provided information concerning its format and content and suggested specific changes. The majority of teachers' responses indicated that they thought the prepared manual to be very appropriate and useful. The findings indicated that they preferred a resource manual such as the one prepared, that allowed flexibility for selection of material. Most teachers suggested that they preferred to use the material, such as the six sample lesson plans, basically as a guide to assist their own planning. Even though they appreciated the comprehensive and extensive coverage of the theme, court games, their responses indicated a desire for less detail throughout, and if possible, the use of more point form in presentation and the inclusion of more charts. They did not however, recommend the deletion of any portions.

Based upon the teachers' recommendations, the author revised the prepared resource manual. However, due to the divergence of opinion on the most appropriate and useful material to be included and the most meaningful way to present it, the author selectively utilized the teachers' suggestions for revision hoping that all teachers who use the manual will find it useful.

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CHAPTER I

PURPOSE OF THE PROJECT

Introduction

The author of this project was an elementary school classroom teacher and specialist physical education teacher for a small urban school board for four years. During that time, personal observations revealed many existing games programs that lacked variety and thus may have neglected to develop versatile games players.

Many of the teachers, often disinterested, were apprehensive when teaching their physical education lessons. They felt more comfortable and confident in presenting material with which they were most familiar. This often meant imposing teacher-directed, national game structures upon the children, thus neglecting to consider the particular needs of the children involved or the educational value of their participation in such games.

Although children are capable of understanding and developing many of the concepts, skills and strategies of our national games, they are often encouraged to learn them by playing under rules that are unsuited to their interests, needs, and abilities. Research findings suggest that the children need to be involved in determining the most appropriate rules for themselves. (Department of Education and Science, 1972; Graham, 1977; Hardisty, 1972; Mauldon and Redfern, 1969; Morris, 1976) However, teachers need assistance in understanding when and how to involve the children in the games program. They need to know what material is most appropriate for the children and how it would be best presented. Providing additional practical and informative resource manuals would be one method of assisting elementary school teachers to plan and teach varied and meaningful games programs.

Statement of Intent

The purpose of this project was to produce a resource manual to assist teachers in planning and teaching a unit on court games for children in grades four, five, and six.

Need for the Project

In the past ten years, the physical education supervisors in the large urban school systems have put forth a concerted effort to better prepare the classroom teacher for planning and teaching meaningful games programs. Curriculum materials have been produced and in-service training has been conducted to assist and encourage them. However, despite these efforts, many children do not appear to be involved in diversified and meaningful elementary school games programs.

Many teachers have received minimal pre-service and in-service training to assist them in planning and teaching an educational games program that contributes to the development of the whole child. A review of available reference materials for teachers also reveals a lack of up-to-date handbooks and resource packages to assist the teachers in reaching this end. Presently, teachers make most of the decisions governing the playing of games and provide little opportunity for the children to explore, problem-solve and invent. The content of the games program and the method of presentation used fail to cater to individual differences and thus neglect the current educational philosophy of educating the whole child. Children should be encouraged to work at their own rate and assisted in reaching their maximum potential. Mauldon and Redfern (1969: 5) insist that "unless games can be of educational value for every child they deserve no place in the school timetable".

Both the classroom teacher and the physical education specialist require assistance and encouragement in planning and teaching a stimulating and diversified educational games program, which involves the children in modifying and inventing games suited to their interests, needs, and abilities. Many types of reference materials are beneficial to and much appreciated by most teachers. With this in mind, resource manuals could be produced for the various categories of games, to enlighten the teachers of the many and varied possibilities within each category. Because of the magnitude of this task, however, this project was limited to the category of court games.

Definition of Terms

For the purpose of this project the following definitions were accepted:

Court Games: Those games in which one or more players attempt to project an object, by striking or throwing, into the opponent's area of play. (Ellis, 1977)

Divided Court Games: Those games in which the playing area is divided by restrictive equipment, such as a net, bench, rope, or line. Opponents must remain on either side of the dividing equipment and attempt to project the object over it. (Ellis, 1977)

Shared Court Games: Those games in which the entire playing area, including a wall and floor space or one or the other, is shared by opposing players. Opponents may move anywhere within the playing area attempting to project the object within the space. (Ellis, 1977)

National Games: Games that are played with rules established by the governing body of that sport to meet the needs and abilities of advanced players.

Invented Games: Games that are created by the children and/or the teacher to suit the children's present interests, needs and abilities.

Modified Games: Games that are developed by the teacher and/or the children by making changes to existing games, whether national or invented.

Theme: The main idea or unifying thread that tends to tie all lessons of a unit together. Every lesson within a unit focuses on the same overall theme, such as "court games".

Unit: A series of lessons based upon the same theme. The number of lessons comprising a unit varies considerably depending upon the age and abilities of the children, the subject area or content to be learned, and the length of time available.

Delimitations

Definite boundaries were established for the purpose of this project. The delimitations were as follows:

1. The sample of experts was delimited to selected experts from the universities in Edmonton, Calgary and Lethbridge, and the school systems' physical education supervisory personnel in these three cities.
2. The sample of grade four, five and six teachers was delimited to nineteen volunteers from the Edmonton Public and Edmonton Separate school systems due to financial and physical constraints.

CHAPTER II

A REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to provide information related to the various components of the project. The chapter begins with a discussion about the category of games referred to in this project as "court games". A discussion on the value of utilizing invented and modified games with children in the elementary school games program follows. Then the teacher's role in curriculum development is examined. The final part of the chapter focuses on the preparation and production of resource manuals for teachers.

Court Games

In today's society, the playing of court games is becoming a popular recreational pastime for youth and adults. Court games provide an opportunity for active and challenging participation, fun and enjoyment. Downey (1976) believes that they provide people of various ages, interests, and abilities with a chance to develop new skills, maintain fitness and socialize with others, all at one time.

Court games expose the children to game structures that differ considerably from the structure of games in other games categories. The children are provided with opportunities to learn to understand a framework of rules and concepts unique only to court game structures. Court games also demand that the children develop a variety of skills and strategies in using implements, such as racquets or paddlebats, to project an object over a net or against a wall. Furthermore, Mauldon and Redfern (1969) indicate that these types of games, unlike many others, generally involve a small number of players. Involving fewer players tends to encourage all participants to be active most of the time. Court games thus provide the opportunities for the children to explore and learn unique concepts, skills and strategies.

For the purposes of this project, national "court games" refers to the games of volleyball, tennis, badminton, table-tennis, squash, racquetball and handball. However, many other authors classify or categorize these types of games under different titles. For example, Mauldon and Redfern (1969: 36-37) and Kruger and Kruger (1977: 371) refer to games such as badminton, tennis, quoit tennis and volleyball, as "net games". They describe net games as those games in which the playing area is divided, with an equal number of players on either side and in which all players are concerned mainly with striking the object. Volleyball, badminton and tennis are classified under the heading, "net sports", by Seidel (1975: 79). Wise (1973: 107) refers to adapted forms of tennis and badminton in the form of padder tennis and batinton as "net games". These games involve one or two players on either side of a rope or net, who attempt to strike an object with a wooden paddlebat into the opponent's area.

However, in padder tennis a tennis ball or hollow rubber ball is used, whereas in batinton a shuttlecock is most often used. Anderson (1971: 59) groups games such as padder tennis or bat tennis, batinton, tenniquoit and junior volleyball under "games which involve playing over a net or rope".

The Alberta Department of Education's Elementary Physical Education Curriculum Guide (1969) divides Division II games for children into: soccer-type activities, volleyball-type games, basketball-type activities, racquet-type games with paddlebats, and fastball-type activities. "The volleyball-type games involve individuals or teams using the hands to volley a ball over an elevated net or obstacle within the confines of a specific area" (Department of Education, 1969: 47). The racquet-type games involve the skills of projecting and receiving a badminton bird or small ball with a paddlebat. The game structures include, for example, Keep It Up, where partners count consecutive successful hits back and forth, and one versus one or two versus two Donkey in which the ball or bird is played back and forth over a line, rope or bench, etc.

Morris (1976) and Stanley (1977) group the type of games most often referred to by the other authors as "net games", into different categories. Morris (1976: 12-13) groups games according to the major skill used in the playing of the game, and therefore refers to volleyball-type games as "striking games", but also includes softball-type games in this categorization. Stanley (1977: 30-33) groups volleyball with all other games that involve cooperative interaction for the purpose of meeting the opposition under "team games", and includes singles table tennis, as well as one-on-one basketball, golf, and jacks, under "individual games". She places doubles in tennis under "dual games", but also includes two-on-two soccer.

Despite the different titles representing various categorizations of court games, the aforementioned authors have indicated the importance of including these types of game structures as part of a total games program. However, the preceding categorizations of court games appeared to exclude the national court games of squash, racquetball and handball. In this project, "court games" include two types of court games which involve the major skill of striking or throwing the object with the hand or implement, into the opponent's area of play (Ellis, 1977). One type includes those games suitable for elementary school children which are played in an area divided by a line, rope, net or any other obstacle, and have equal numbers playing on either side. This type of court game is referred to as "divided court games" (Ellis, 1977), and includes such children's games as padder tennis, quoit tennis, batinton, mini-volleyball, newcombe, and four square. The other type of court game is referred to as "shared court games" (Ellis, 1977), and includes those games in which the playing area is shared by players of both sides and the object is usually projected against the wall and/or floor of the shared playing area. One-wall paddleball and tap ball are examples of shared court games for children.

There is widespread agreement among several authors that children should participate in a variety of activities and game-like practices which will assist in the development of the body management and equipment handling skills required to play court games (Anderson, 1971; Barrett, 1977; Department of Education, 1969; Ellis, 1975; Kircher et al., 1979; Kruger and Kruger, 1977; Lenel, 1969; Mauldon and Redfern, 1969; Stanley, 1977; Wise, 1973). To develop the locomotor and non-locomotor skills required to control and manipulate the body effectively and efficiently while not in control of the object, they suggest that the children be involved in activities which demand the ability to move quickly under control about the playing area and to be in the most advantageous position to skillfully execute a shot (Barrett, 1977; Mauldon and Redfern, 1969; Stanley, 1977). The children need to develop the skills to manipulate and control the object with a body part or some type of racquet, since the playing of court games requires a player to accurately strike or throw the object into specific areas of the opponent's court, or to send it to a teammate who will then send it against the wall or over the benches. Court games also demand that a player be able to control the object when receiving it and when getting ready to serve.

The literature on the development of these necessary skills stresses the importance of involving the children in a variety of situations. The situations should include individual practice or "beat your own record" situations, cooperative and competitive partner and small group practices, and various court game structures. Mauldon and Redfern (1969) also suggest that strategies and tactical play be introduced during practice and game situations when the children's skills, intellectual and social maturity indicate a readiness. Numerous authors (Anderson, 1971; Barrett, 1977; Department of Education, 1969; Department of Education and Science, 1972; Kirchner, et al., 1979; Kruger and Kruger, 1977; Lenel, 1969; Mauldon and Redfern, 1969; Stanley, 1977; and Wise, 1973) suggest that the teacher focus on various aspects of Laban's (1963) four movement principles, body awareness, space awareness, effort qualities and relationships, to develop variety and quality of skills and understandings. In this way, for example, the children will discover the most appropriate body shape for performing a particular skill or the force required to send an object a certain distance within the court space.

Even though most of the authors suggest the need for the development of a variety of skills and understandings to be able to play a variety of court games, they suggest a different focus as the theme for development throughout a unit of material. Kruger and Kruger (1977), Barrett (1977), and Stanley (1977) suggest that basic movement themes may be used as themes for units. Kruger and Kruger (1977) indicate that derivatives of Laban's (1963) sixteen movement themes, such as "The Instrumental Use of the Body", or the "Sensation of Acceleration and Deceleration", are appropriate themes for units of material. Barrett (1977) emphasizes the need for the teacher planning a unit to consider whether one theme, such as "Awareness of Space", will be the primary focus or whether there will be two primary themes: "Awareness of Pathways" and "Awareness of Levels". The teacher should also consider which aspects from several different themes could be used in conjunction with the primary theme(s) to enhance it. For example, Stanley (1977) suggests a theme of "Body Awareness", emphasizing the use of body parts, as the major focus, with two sub-themes, relationship to a ball and air patterns (arc) as the focus for the first lesson of a unit building towards the playing of mini volleyball.

Many others, such as the Department of Education (1969), Kircher, et al. (1979), Lenel (1969) and Wise (1973), suggest using modified versions of adult games for the main theme for a unit. They often suggest the sequential and progressive development of skills and games throughout the unit so that all children are playing versions of the same game rather than a variety of different games. Lenel (1969) states that the degree of variety depends upon the amount of teacher structure and the number of decisions left to the children. If the children are encouraged to make several decisions about the rules of their games, suggests Lenel (1969), then the resulting game structures may all differ and may not closely resemble the modified adult game used as the theme for the unit.

Invented and Modified Games in Education

In the 1930's Piaget (1960) observed young boys playing marbles. He studied two phenomena: 1) the practice of rules - the way in which children of different ages effectively apply rules; 2) the consciousness of rules - the idea of different aged children considering rules to be something obligatory and sacred or something subject to their own choice.

As a result of his observations, Piaget (1960: 16-17) distinguished four successive stages in children's practice and consciousness of rules:

Stage I "motor and individual character": rules are governed by the individual child's motor abilities.

Stage II (approximately two to five years) "egocentric": child continues to play on his own without any regard to any codification of rules but tends to imitate some examples of codified rules.

Stage III (approximately seven to eight years) "incipient cooperation": ideas about the rules are vague and each child has a different impression of the rules, however each is trying to win.

Stage IV (approximately ten to twelve years) "codification of rules": actual code of rules and their possible variations, is known by everyone.

Piaget (1960) claims that usually by age six, children refuse to alter or modify any game rules because they consider the rules of a game that older children or adults have stated to be sacred. However, after ten years of age, Bobroff (1960), Piaget (1960) and Lefrancois (1977) conclude that children's consciousness of rules undergoes a complete transformation. They no longer feel that the rules of a game should not be changed and usually alter the rules according to the mutual consent of those participating. The children are no longer only concerned with whether or not the rules of the game are fair, but are also concerned with how close the rules are in keeping with the nature of the game, suggest Piaget (1960) and Carroll (1979). The results of Carroll's (1979) and Craig's (1975) research indicate that children in grades four, five and six are physically, mentally, emotionally and socially equipped to participate in the process of changing and inventing games.

Children all over the world gather spontaneously to play and create games that are satisfying and self-fulfilling (Opie and Opie, 1969). The children involve all those present and utilize the existing environment and available equipment to establish games rules that are best suited to their age, interest and skill levels. Orlick (1975: 29) states that the games the children develop are always "flexible to accommodate the participants and their capacities". If a game becomes uninteresting or too complex, mutual decisions are reached by the children to adjust the rules immediately to ensure continued success and enjoyment for all participants. The Department of Education and Science (1972: 78) support this view by stating that the rules of a game will continue to evolve as the playing ability of the children increases. The games that evolve from children's play are exciting, appropriate, and of a great variety.

Hardisty (1972) believes that the present elementary school games program is inappropriate for the children. Unfortunately much of the games program in the elementary school physical education program is often filled with a meager selection of games, usually composed of traditional team sports to satisfy school traditions or an individual teacher's appetite for his or her favourite sport. Hardisty (1972: 1) claims that "little concern is given to the 'palate' of the child".

The games of the upper elementary school physical education program in the past have often consisted entirely of predesigned, national team games. However, recent games literature shows that diversity rather than conformity should characterize a significant portion of the games program. Graham (1977) and Kircher, et al. (1979) state that although a teacher will continue to teach predesigned games, the contemporary physical education teacher will also be expected to be competent in helping students to design their own games. Recent research by Orlick (1975) indicates that many children would like the adult-oriented national games presently dominating the elementary school games program to be scaled down to their level. Children often experience feelings of inadequacy and failure when participating in such games, and these feelings often cause a dislike of participation in any game, claims Craig (1975). Riley (1977) maintains that the participation of children in designing their own games offers all the individuals a chance of improvement and success in games playing because the procedure provides the opportunity for making the complexity of the game consistent with their own level of development. The skills, knowledges and attitudes that the children already possess assist the children in coping with the demands of the games to be played.

Carroll (1979) studied the effect that a modified games program had on children's attitudes toward the changing of games rules and discovered that the majority of the eleven and twelve year old children liked playing the modified games where the teacher allowed the rules to be changed. The children felt that their attitudes toward the playing of games had been favourably altered as a result of playing modified games. Carroll's (1979: 108) investigation supports the premise that

> instead of solely using traditional games in the elementary school environment, rule alterations should often be introduced to these game structures in an attempt to make the playing of games a more meaningful and success-oriented experience for children, thus ensuring more versatile and content players.

A meaningful elementary school games program should enhance the "total" development of every child, claim Mauldon and Redfern (1969) and Morris (1976). The children's involvement in the process of inventing and modifying their own games plays a vital role in contributing to their development as whole individuals. Not only does physical development occur, but also social, emotional, moral and intellectual development. Riley (1977: 30) supports this position by stating that:

> Used in balance with traditional games in the games segment of the curriculum, 'original' games have the potential for meeting the physical needs of children, for satisfying current educational concerns related to attitudes toward self and others, and for challenging children cognitively in their own learning.

By involving children in discovery and exploration throughout the games program, Morris (1976) believes that the teacher contributes to the development of two highly intellectual skills: problem-solving and decision-making. The modern classroom atmosphere of doing, feeling and thinking, where problem solving is used as a teaching technique, should also prevail in the teaching of games. Hardisty (1972) argues that the teaching of games appears to be set apart from current trends of thought provoking creative teaching in individualized learning programs that exist in the classroom. To provide for the varying abilities within a group of children a teaching approach that considers the characteristics of the individual child should be used. Problem-solving is a method by which "individual responses can be elicited and individual goals satisfied", claims Hardisty (1972: 21). Therefore a problem-solving approach should also be successfully used in the teaching of games. Instead of the teacher continuously instructing children by mass practices at a specific skill which enhances the likelihood of feelings of failure, children should be involved in investigation and problem-solving which enables them to work at their own level of ability striving for individual excellence. Hardisty (1972) explains problem-solving as a method whereby the teacher sets a problem through which the children explore, discover, and select suitable solutions to solve the problem and then consolidate their understanding by repeating the appropriate solution. This is the process children experience when involved in inventing their own games.

Problem-solving through game situations provides numerous opportunities for children to ask questions, to define and analyze problems. It enhances the children's abilities to think conceptually, as Ellis (1970) states:

> By using the discovery or problem-solving process the pupils are helped to develop their conceptual thinking and when the principles are applied in many varied situations they can become the basis for understanding abstract concepts.

The necessity for children to make decisions when inventing a game by themselves or with others, enables them to deal with the responsibilities associated with other decision-making processes. Graham (1977) and Morris (1976) suggest that initially the teacher should make the decisions and structure the game situation, but should gradually allow the children to make the decisions, and to decide if the decisions made were appropriate. The Department of Education and Science (London, 1972: 78) believe that:

> There is great value in letting children have a major share in deciding what forms of control or restriction are necessary, and why they are necessary.

According to Carroll (1979), Mauldon and Redfern (1969) and

Piaget (1960), when games are developed in this way, older children come of their own accord to see the need of rules for varying purposes. For example, they see the need to increase the pace of the game, to make the field smaller, to make the goal larger, to ensure fair play, etc. The children should not only have a part in the deciding and making of the rules, but should also be encouraged to analyze the effect a change of rule may have on a game. Lenel (1969) also contends that the children's participation in making up the rules and deciding upon the ensuing penalties for breaking them are fundamental to the total involvement of playing and understanding the game as a whole.

A review of recent literature thus reveals a need for involving children in inventing their own games and explains the ensuing values of their participation in such a process.

The Role of the Teacher in Curriculum Development

Tyler and Klein (1976: 26) claim that

> very little theoretical and/or empirical work has been done on decision-making in curriculum. What a curriculum decision is, is not even clear, let alone who makes it. However decisions are made, there is little understanding of the whole process involved in decision-making.

However, several curriculum theorists suggest that various levels of curriculum decision-making exist, with different personnel participating at appropriate levels. It is generally recognized that the teacher's professional input into curriculum development occurs at the classroom level (Jeffares, 1973; Jewett and Mullan, 1977; Taba, 1962;

Thompson, 1979; Tyler, 1949). The task of translating a master curriculum into effective learning opportunities is the responsibility of the classroom teacher. Skilbeck (1976: 75) states that in the United Kingdom

> there is growing evidence that the School's Council sees its future less in the generating of ready-made curriculum packages than in the support of local and regional initiatives, and in various other systems which will sustain teachers as at least participants in curriculum development.

It is felt that if teachers are suitably trained through extensive in-service programs, they can act effectively as curriculum developers. Other member countries of the Organization for Economic Cooperation and Development (1976), for example Finland, France and some areas of the United States, have indicated a tendency toward replacing detailed programs prepared by administrative personnel with general guidelines which allow the teacher to have some input into the preparation of curriculum. In fact, Skilbeck (1976) suggests the possibility of having school-based curriculum development in which the school and the teacher have the primary responsibility for determining curriculum content, the learning resources needed, and the teaching, learning and evaluation procedures.

Jeffares (1973) reports that in Alberta, curriculum decision-making by classroom teachers is an extension of curriculum development by committees established by the Department of Education. The committees consist of responsible teachers in the field, consultative and supervisory personnel, and university staff who are involved in curriculum studies. According to Jeffares (1973: 9), the curriculum decision-making process is comprised of four functions:

1) determining the needs of specific children,
2) interpreting curriculum documentation,
3) selecting appropriate objectives, and
4) designing a curricular plan.

Jeffares (1973) found that the preparation and distribution of curricular materials that were comprised of sets of broad goals authorized by provincial departments of education were drawing teachers into conscious curriculum decision-making at the classroom level. The objectives and content prescribed by the Department of Education were stated in such broad terms that it forced the teachers to become involved and to adapt the curriculum to suit the specific needs of particular learners. When developing curriculum plans, the teachers indicated that the following four elements appeared to influence their decision-making: the authorized curriculum, the individual characteristics of the teacher, the individual characteristics of the learner, and the factors within the school. However, the teachers placed major emphasis on taking into account the children's knowledge, social, personal, and skill needs, their interests and talents.

Due to varied backgrounds of professional training and experience, teachers require varying degrees of assistance to appropriately adapt and develop curriculum at the classroom level. Some teachers require considerable assistance to make appropriate and meaningful decisions about learning experiences and subject matter, while others may effectively do so on their own. Kass and Wheeler (1975) have proposed that three distinct stages of teacher professional growth exist, each stage characterized by a specific area of concern. "Individual teachers may move through the developmental sequence at different rates, or may remain at either the first or second stage throughout their teaching careers", claim Kass and Wheeler (1975: 4). Depending upon the stage of personal development, every teacher has different needs in relation to the type of reference materials required to effectively plan and teach units of material.

Kass and Wheeler (1975) suggest that the stage one teachers are primarily concerned with themselves and their role and influence over class control. The stage two teachers' major concerns focus on the teaching environment, instructional strategies and the structure of the discipline and of the curriculum. The individual student's needs, such as learning problems and improved performance, are the primary and conscious concern of the stage three teachers. It therefore appears that resource materials prepared for all teachers must be appropriate for a wide spectrum of needs. Some teachers will continue to require "cookbooks" throughout their entire careers, while others will pass through that initial stage and will then require less assistance in the form of detailed lesson plans for example, and will prefer the opportunity to select appropriate material, to improvise and innovate curriculum concerns.

Thompson (1979) developed a resource manual on elementary school gymnastics to assist Division I and II teachers in planning and teaching a unit on "Body Shapes". She then examined the teachers' attitudes toward the potential usefulness of the resource. The findings indicated that the teachers preferred a resource to be designed to allow flexibility in selecting sections that would meet their own needs, such as detailed sample or sequential lesson plans or general statements which would help them plan their own lessons and units. The teachers wanted the content information and suggested that learning experiences be included in sufficient detail to allow them to select or vary the information for their own purposes. They appreciated the opportunity to decide what was most appropriate for themselves and the particular children involved.

The Preparation of Resource Manuals for Teachers

The dictionary defines a resource as "that to which one resorts or on which one depends, for supply or support" (Webster's Dictionary, 1974: 315) and a manual as "a handbook or small textbook" (Webster's Dictionary, 1974: 229) or as "any small reference book, especially one giving instructions" (American Heritage Dictionary, 1977: 429). Therefore, a resource manual for teachers should be just that, a handbook containing meaningful information that is organized and presented in such a way that the teacher may refer to it to plan and teach particular subject matter.

Gardner (1971), Martin (1965), and Thompson (1979) discovered that most teachers need resources to help them with both subject content and teaching methodology in the process of developing units. Tyler and Klein (1976) also agree with this belief, by assuming that curriculum and instruction are inseparable - or that ends and means are inseparable. "No matter how curriculum seems to be conceptualized separately from instruction, assumptions are made about instruction or statements about means are made which deny the separation" (Tyler and Klein, 1976: 24). However, Beauchamp (1975) suggests that the basic design of a curricular resource should be primarily subject centred.

A survey of numerous reference materials designed for teacher usage, such as resource manuals, resource units and curriculum guides, revealed the inclusion of both content information and teaching methodology. The references, prepared to assist teachers in planning and teaching elementary school physical education and other subject areas, included many common elements. These common elements were as follows:

1. Introduction or foreword, which included the philosophy of the guide and/or the philosophy of the particular subject area.
2. Objectives:
    - general objectives of the total program, for example, elementary physical education.
    - specific objectives for a particular area, such as games, for a particular grade level or for a particular unit of material.
3. Teaching considerations:

- teaching methods
- teaching styles and/or techniques, for example, questioning and demonstrations
- class procedures
- safety procedures
- dress regulations
- time allotment
- facilities
- equipment

4. Planning the program:
   - content of the program, for example, a description of the skills and concepts to be learned, practices and activities including coaching points.
   - format and components of a lesson.
   - sample lesson plans with varying degrees of detail. For example, some lesson plans were brief and merely presented an outline while other manuals included very detailed plans which included actual teaching suggestions and organizational procedures.
   - varying number of lesson plans were presented, for example, a few sample plans indicative of various stages in a unit or several progressive lesson plans representative of a total unit.
   - suggestions for unit planning and yearly planning, occasionally presented in the form of scope and sequence charts.
   - equipment or materials, sometimes illustrated.

5. Evaluation:
   - techniques to evaluate the children, teacher and/or the program.
6. Glossary of terms.
7. Available resource materials such as slides and films.
8. Additional references or suggested readings.

Some of the manuals and guides were more appealing than others and therefore invited one to read them. The following reasons made these manuals more inviting:

1. The information did not appear crowded and was easily read, due to double-spaced type, and much of the information being presented in point form and chart form (for example: Department of Education, Curriculum Guide for Elementary Music, Province of Alberta, 1977; and The Board of Education for the Borough of New York, Use of the Playground, Physical Education and Health Department, Glen Avon Annex, no year stated). In regard to a gymnastics resource manual, Thompson (1979) found that teachers highly favoured the presentation of information in chart form.
2. The headlines or main ideas were eye-catching, that is, underlined or presented in different type or unusual print (for example: North York Board of Education, Physical Education Curriculum Guide for the Primary Division, 1978).
3. Several pictures or illustrations were included (for example: Department of Education, Physical

Education Curriculum Guide K-12, Province of Saskatchewan, 1976; and Department of Education, Curriculum Guide for Elementary Art, Province of Alberta, 1969).

4. Coloured pages denoted different topics or sections within the manual (for example: Department of Education, Physical Education in the Elementary Schools, Book II, Levels 4-6, Province of Nova Scotia, 1978).

Tyler and Klein (1976) propose several recommendations for the development of curriculum and materials. The following items are most of those included on a rating scale, ranging from strongly agree to strongly disagree, used by teachers to evaluate teachers' manuals and/or other supporting materials (Tyler and Klein, 1976: 92-107):

1. The manual(s) or other materials for the teacher clearly indicate what teacher training, skills, or knowledge are required for effective use of the materials.
2. The effective use of these materials would require additional training.
3. The basis for selection of the material content is clearly described.
4. The selection of the organizing elements is clearly described.
5. The kind of evaluation strategy used in developing the instructional materials is clearly reported.
6. The manual or other materials for the teacher

indicate clearly which instructional materials or aids are required to use the materials effectively.

7. The manual(s) or other materials for the teacher describe clearly the classroom facilities necessary for effective use of the materials.
8. The manual(s) or other materials for the teacher clearly describe what is required for the teacher to use the materials.
9. The manual(s) or other materials for the teacher clearly specify procedures and arrangements for utilizing the materials for defined groups of students.
10. A clear procedure for evaluation is part of the materials.
11. The objectives are stated clearly and in sufficient detail.
12. There is a clear rationale given for the value of the objectives.
13. The objectives are stated in terms which specify what must be accomplished.
14. The relationship between the learning opportunities provided by these materials and the specified objectives is clear.
15. The learning opportunities are appropriately sequenced.
16. The materials provide for flexible sequencing or partial use as may be appropriate for different objectives.

17. The materials are appropriate for the age of the students.
18. The materials are appropriate for the skills and background knowledge of the students.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The opinions of acknowledged experts were polled (Sample I) to use as the basis for the production of a resource manual on court games for teachers of grade four, five and six children. The resource manual was then designed and presented to a sample of teachers (Sample II) who used it to prepare and teach a unit on court games. The teachers' professional opinions regarding the content, organization and presentation of the manual were then gathered and analyzed. Based upon these teachers' suggestions, revisions were made to the existing manual to make it more appropriate and useful.

The Samples

Sample I

The sample of experts for this project included a combination of university academic staff and school board supervisory personnel from several urban school boards. They were selected on the basis of their interest, knowledge and involvement in the area of elementary school games programs. As all of them were either post-secondary teacher educators in physical education or supervisors in school physical education programs, it was assumed that they would be familiar with elementary school teachers' needs in relation to resource materials necessary for the planning and teaching of games. Berdie (1974) claims that it is extremely important that respondents are knowledgeable and qualified to answer the questions of a questionnaire. Of the twenty-six experts selected, twenty-one responded (Appendix A).

Sample II

To select the sample of teachers the author personally contacted the grade four, five and six teachers suggested by the physical education supervisors of two urban school systems, to discuss the possibility of them participating in the study. The author wished to communicate with the teachers to discuss the importance of the study and to make them feel that their participation was valued (Adams, 1958). Only those individuals who expressed an interest and willingness to participate were included in the sample. Of the twenty-one teachers approached nineteen agreed to participate (Appendix B). There were five female teachers, one of whom was an elementary physical education specialist, and fourteen male teachers, eight of whom had specialized in either elementary school or secondary school physical education.

Data Collection

Research indicates that questionnaires and interviews are widely used by researchers to poll opinions or attitudes (Isaac and Michael, 1971). Thus, the following procedure was selected to collect data for this project: The opinions of acknowledged experts (Sample I) were polled by means of a questionnaire (Appendix C), to be used as the basis for the production of a resource manual. A resource manual on court games was then produced by the author and presented to a sample of teachers (Sample II) who used the manual to prepare and teach a unit. The opinions of these teachers regarding the content, organization and presentation of this manual were acquired by means of a questionnaire (Appendix D) and interview. This information was then analyzed and utilized in revising the manual to make it more appropriate and useful for teachers of children in grade four, five and six regardless of training and experience.

Development of the Questionnaire Distributed to the Experts

The initial questionnaire (Appendix C) used in this project was designed to poll the opinions of acknowledged experts to determine the format and content of the proposed resource manual. The questionnaire used a Likert-type rating scale to record the experts' responses. Isaac and Michael (1971: 100) describe this scale as

> containing a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds with varying degrees of intensity on a scale ranging between extremes such as agree-disagree, like-dislike, or accept-reject.

Fifty-four specific items, grouped under seventeen general topics, were included in the questionnaire. The questionnaire was designed to determine whether or not a particular topic should be included in the proposed resource manual, and if so, the amount of detail that the topic should receive. The amount of detail was recorded on a Likert-type rating scale which ranged from extensive detail to minimal detail.

In developing the questionnaire, the following procedures were undertaken:

1. Relevant literature on court games and teaching games to children was studied in order to become familiar with the subject matter, as Berdie (1974) recommended.
2. Various resource manuals and curriculum guides were surveyed to discover the type of format and information that was presented most often.
3. Several elementary school teachers were questioned to ascertain what they perceived as necessary and important in a resource manual.
4. Questionnaires were examined to determine the type most often used to poll opinions, and to analyze the typical format and contents of these questionnaires.
5. Books on questionnaire design were surveyed to assist in the structuring and presentation of the questions.

Several suggestions by Berdie (1974) were used in designing the original questionnaire. For example:

1. Make the questionnaire appealing to the eye.
2. Number the items and the pages.
3. Avoid too many instructions.
4. Group items into logically coherent sections.
5. Avoid putting important items at the end.
6. Leave spaces between items.
7. Use different type to emphasize important points.

8. Ensure clarity of meaning of each question: "a reliable question item is one that consistently conveys the same meaning" (Berdie, 1974: 13).
9. Ensure that "the item actually elicits the intended information" (Berdie, 1974: 13).

The original draft of this questionnaire was then circulated to several academic staff members of the Department of Movement Education, University of Alberta, some of whom were included in the expert sample. As recommended by Isaac and Michael (1971: 94), these individuals were asked to analyze the instrument and to make appropriate additions, deletions, and modifications to the questionnaire. The designer considered all recommendations and revised the questionnaire accordingly.

The final draft of the questionnaire (Appendix C), accompanied by a letter of explanation and a self-addressed, stamped envelope, was sent to twenty-six designated experts (Sample I) to poll their opinions regarding the format and content of the proposed resource manual. To encourage honest and frank answers, the respondents were guaranteed anonymity, as the investigator was not analyzing opinions of individuals but rather the overall opinions of the experts. Of the twenty-six questionnaires sent to the selected experts, twenty-one replies were received (80.8 percent).

Development of the Resource Manual Prepared for the Teachers

The experts' responses to the questionnaire (Appendix C) provided the main source of information for the production of the resource manual. Familiarity with the content of the elementary school games program, the needs of teachers and children in relation to this area, and an awareness of recent research and literature, enabled the experts to offer considerable insight. In the preparation of the resource manual the author closely followed their recommendations. However, due to their divergent opinions and the lack of majority responses, the author occasionally deemed it necessary to selectively use their information.

These discriminatory decisions concerning the experts' data were supported by the author's personal training, her experience in teaching elementary school children, and her associations with other elementary school teachers. The author's familiarity with the characteristics and general needs of children between nine and twelve years of age, and her previous experience teaching specific units on court games involving children of this age, guided her selection of information from the experts' data. The recommendations of the two grade four teachers who had used the first draft of the resource manual to plan and teach a unit on court games were also considered when making those selections. Insight into the wants and needs of teachers was also gained through the examination of curriculum guides, reference materials and resource units, and the review of recent research and literature (Thompson, 1979; Tyler and Klein, 1971). Furthermore, Dr. Margaret Ellis, an expert in the planning and teaching of games programs for children, and in the preparation of teachers to fulfil these responsibilities, offered extensive guidance in utilizing the experts' information in the preparation of the resource manual.

To further improve the quality of the resource manual, the recommendations for the development of curriculum and materials proposed by Tyler and Klein (1976) were followed closely. The checklist, as reported previously in the review of literature, provided a valuable guide during the preparation of the manual.

The resource manual was prepared to provide the material and guidance thought to be needed by grade four, five and six teachers to effectively develop and teach a unit of six to eight lessons, based on the theme of "Court Games". It was intended to be useful and appropriate for both classroom teachers and specialist physical education teachers so that teachers could select the material that was relevant to their personal training and experience, and adapt it as required to suit the needs of the children involved.

The resource manual was not designed for a known group of children, but was designed in such a way that every teacher could select that material relevant to a particular group of children. Thompson (1979) found that the grade four, five and six teachers who had examined her gymnastics resource manual preferred to have a resource designed to allow flexibility in selecting sections that would meet their own needs. The experts used in this project highly favoured planning and presenting the material to suit the developmental stages of court game experience to cope with the vast differences in children, rather than presenting the material for specific grade level. Previous experience, knowledge and skill level vary considerably from child to child, class to class, and grade to grade, which therefore makes it inappropriate to design a resource for a specific group of children.

It was intended that the information in the resource manual be presented to encourage the teacher to develop versatile games players. Therefore, rather than develop the skills required to play one specific court game, the teachers were encouraged to develop the skills required to efficiently and effectively handle the body and the equipment in order to continuously adapt to different court game situations. The teacher was provided with a wide range of material to develop the necessary body management and equipment handling skills the children need to participate in the playing of various court games. The material and its presentation allowed for both teacher and child input into the development of these skills and into the development of the court game structures that were to be played. The teachers were provided with the material required to enhance their knowledge and understanding of why and how to involve the children in the developmental process of learning to play court games.

The resource manual was divided into four major sections, each section designated by a coloured title page:

Section I	Content of Games
Section II	Planning of Material
Section III	The Teaching Process

Section IV Reference Materials

The author personally distributed a resource manual, accompanied by a letter of explanation, to each of the twenty-one teachers in order to clarify any queries or misunderstandings. However, to allow time for the teachers to familiarize themselves with the manual and to begin utilizing it, the author did not deliver the questionnaire (Appendix D) to the teachers until two weeks later.

Development of the Questionnaire Distributed to the Teachers

The other questionnaire (Appendix D) used in this study was designed to poll the opinions of the nineteen teachers who had used the resource manual to plan and teach a unit on court games. To acquire as much information as possible, the questionnaire consisted of open-ended questions which required narrative responses. It was felt that this type of structure would reveal unique and complete recommendations necessary to revise and improve the existing manual. The questionnaire was intended to elicit the teachers' professional opinions regarding the content, organization and presentation of the resource manual.

In developing this questionnaire, similar procedures to those followed in the designing of the questionnaire for the experts were undertaken:

1. Several texts written on designing and using questionnaires were surveyed, and different types of questionnaires used for similar research were also

analyzed.

2. An original draft of the questionnaire was prepared and then presented to two grade four teachers who had used an original draft of the resource manual, but were not a part of the sample used in the study. The two teachers were asked to rephrase any items that were misleading or misunderstood, and to indicate those items that they felt were particularly important or totally irrelevant.
3. The existing questionnaire was revised, based upon these two teachers' recommendations, and it was then circulated to members of the author's thesis committee for further recommendations and final approval.

The final draft of the questionnaire (Appendix D) consisted of five major sections:

I. Professional Data
II. How the Teacher used the Material
III. The Content of the Manual and its Presentation and Organization
IV. General Overview of the Manual
V. The Unit Presented to the Children

Each section was intended to gather specific kinds of information that could be used to improve the manual. However, the initial section was intended merely to gather information about the teachers' professional backgrounds.

The second part of the questionnaire included questions concerning the appropriateness and usefulness of the material for planning and teaching a unit on court games.

The teachers were asked to indicate which topic(s) in the manual they did or did not use, by circling one or more responses, and to support these selections with appropriate reasons.

To discover the items in the manual that the teachers thought could be improved and to determine how they would like to have them changed, the third part of the questionnaire requested that the teachers suggest specific improvements for every topic presented in the manual. Several guidelines were offered to assist the respondents' suggestions for improving the content, presentation and organization of the manual.

The fourth group of questions focused on the teachers' overall impressions of the manual. The teachers were asked to indicate, for example, topics that were omitted or that should be deleted, the major strengths and weaknesses of the manual and the type of teacher for whom they thought the manual was most appropriate.

The last section of the questionnaire was included to acquire information concerning the unit that the teachers actually planned and taught to the children. The investigator felt that this inclusion would indicate which parts of the manual influenced their planning and teaching.

To allow for the respondents to clarify or elaborate upon their opinions, all sections of the questionnaire encouraged the addition of comments. The open structure of most of the questions allowed for greater depth of response and unanticipated responses.

Two weeks after the resource manual had been distributed, the researcher personally delivered the questionnaire to the nineteen teachers. A convenient time for the teachers had been arranged to provide a short period of time for the researcher to give further guidance to the written instructions which accompanied the questionnaire.

Since the final draft of the questionnaire had not been piloted with a group of teachers, due to time constraints, the respondents were again contacted during the next two weeks to clarify any misunderstandings regarding the questionnaire, and to gain further insight from the respondents. The respondents were asked to return the completed questionnaire in the stamped envelope at the conclusion of their unit. A telephone conversation and/or personalized follow-up letter attempted to impress upon those teachers who had not responded to the questionnaire the value of their opinions. Of the nineteen questionnaires delivered, all (100.0 percent) were returned. Personal thank you letters were sent to all teachers who had completed the questionnaire.

The investigator felt that the continuous personal contact with the teachers throughout the duration of the project would enhance the respondents' quality of participation in the project.

Development of the Interview Conducted with the Teachers

To clarify, verify and supplement the data received from the questionnaire responses with regards to the format and content of the existing resource manual, twelve of the nineteen teachers (63.2 percent) agreed to be interviewed. To continue the contact with the teachers and to obtain consistency in responses, the author personally interviewed every teacher. The time and location of the interview was planned according to the teachers' desire.

As the purpose of the interview was to extend the findings of the questionnaire, the interview schedule for each respondent varied. According to Gorden (1975: 62), "Interview schedules may vary considerably in the degree to which they specify details of content, question wording, sequence of topics and forms of answers needed". However, a basic outline, which represented the major sections of the questionnaire, was followed. Depending upon individual responses to the questionnaire items, the format varied considerably.

Intending to obtain the respondents' overall opinion of the resource manual, the interview began with the questions from Section IV of the questionnaire. This allowed the respondents to initially recall specific details before expressing their general impressions and suggesting overall improvements. The questionnaire items from Section II, How the Teacher used the Manual, and Section III, The Content of the Manual and its Presentation, formed the basis of the interview schedule. Additional information was obtained by probing with preplanned questions based upon the individuals' responses to the questionnaires. Probes are "devices, usually questions, which elicit information in addition to that given in the first response to a general question", indicates Adams (1958: 25). The probes were used in the interview to clarify unclear, incomplete or irrelevant responses and to gain further insight into the information provided by the questionnaire responses. Every interview concluded with an opportunity for the respondent to freely express personal comments or to reiterate any comments about the manual.

To provide a verbatim record of all the material relevant to the purposes of this study, the responses were recorded on a cassette tape recorder for later transcription. Using a tape recorder allows the interviewer to concentrate on the questioning process, and eliminates the problem of selective recall and distortion in recording, claims Adams (1958) and Warwick (1975). However, Warwick (1975) indicates that respondents frequently answer differently when they know that they are being taped. To safeguard against the possibility of this happening, the respondents were only recorded if they wished to be. The opinions of the one respondent who did not wish to be taped were recorded in writing during the interview. The interviewer had thoroughly familiarized herself with the operation of the tape recorder and kept it as inconspicuous as possible. Throughout the interview, the interviewer attempted to make the respondents feel that their personal opinions were highly valued and vital to the outcome of the project.

Revisions to the Resource Manual

The information collected from the teachers, through questionnaire and interview responses, was used to revise the existing resource manual. The teachers' recommendations concerning, for example, the deletion and addition of content material, the sequencing and presentation of material, were used to make appropriate changes to the existing format and content. However, due to the open-ended structure of the questionnaire and interview and the opportunities provided for the teachers to express unique and original thoughts, it was expected that divergent suggestions for change would be offered. Thus, as was the case with the information collected from the experts' opinions, the author had to critically analyze and selectively utilize the data. Although the majority responses were used as the major indication for change and improvement, the author also selected all insightful suggestions that she thought would greatly enhance the quality of the manual, whether it was merely one response or a majority of responses which suggested the change, and revised the manual accordingly.

CHAPTER IV

FINDINGS OF THE PROJECT

Introduction

The purpose of this chapter is to present a detailed analysis of the information gathered from the experts' questionnaire responses and the teachers' questionnaire and interview responses. The first part of the chapter presents and discusses the experts' opinions regarding appropriate format and content for a proposed resource manual on court games. An analysis of the percentage score results provides the basis for the production of the manual.

The latter part of the chapter focuses upon the opinions of the teachers who actually used the manual to plan and teach a unit of material. The teachers' opinions regarding the content and its organization and presentation in the manual are presented as percentage score results and by direct or paraphrased statements gathered from both the questionnaire and interview.

Description of the Experts' Responses to the Questionnaire

In using a questionnaire, the investigator wished to obtain a broad overview of the experts' opinions on the amount of detail that the general topics should receive in the proposed resource manual and, more specifically, the degree of detail that particular items should receive.

To analyze the results from the experts' questionnaire the raw scores were computed to percentage scores. Firstly, the totals for the two possible responses regarding the format for the proposed resource manual were computed as percentages of the total numbers of responses. The majority of responses (72 percent) indicated a preference for the information in the resource manual to be presented for stages of court game experience rather than for specific grade levels. However, nineteen percent of the experts did not indicate any preference.

Secondly, percentage scores for each specific item were computed to reveal the experts' opinions regarding the content of the proposed resource manual (Table I). To determine the amount of detail that each item should receive, the five possible responses represented a continuum ranging from very extensive detail to that of no inclusion. The percentage results were considered to lean toward one end of the continuum or the other, or to indicate a bias somewhere along the continuum. In this way, the percentage scores could be used to analyze the experts' opinions in determining whether an item should receive extensive, moderate, some or minimal coverage in the proposed resource manual, or whether, in fact, an item should be omitted.

TABLE IV

PERCENTAGE BREAKDOWN OF EXPERTS' RESPONSES TO CONTENT OF PROPOSED RESOURCE MANUAL

TOTAL POPULATION (N = 21)

Item No.	Extensive Detail	Moderate Detail	Some Detail	Minimal Detail	Do not Include
1. a	14.3	42.9	23.8	19.0	0
b	14.3	52.4	23.8	4.8	4.8
c	23.8	28.6	28.6	14.3	4.8
2. a	9.5	28.6	19.0	19.0	23.8
b	19.0	38.1	9.5	23.8	9.5
c	19.0	42.9	23.8	9.5	4.8
3. a	0	14.3	38.1	23.8	23.8
b	42.9	28.6	14.3	14.3	0
c	19.0	28.6	38.1	14.3	4.8
d	19.0	38.1	28.6	19.0	0
e	23.8	33.3	23.8	4.8	9.5
f	23.8	19.0	23.8	19.0	9.5
g	14.3	47.6	19.0	4.8	14.3
4. a	38.1	14.3	14.3	23.8	9.5
b	33.3	19.0	23.8	9.5	14.3
c	28.6	42.9	9.5	14.3	4.8
d	66.7	23.8	9.5	0	0

Item. No.		Extensive Detail	Moderate Detail	Some Detail	Minimal Detail	Do not Include
5.	a	23.8	14.3	23.8	28.6	9.5
	b	57.1	19.0	19.0	4.8	0
	c	38.1	33.3	23.8	0	4.8
	d	47.6	28.6	19.0	0	4.8
	e	47.6	23.8	19.0	0	9.5
	f	52.4	14.3	33.3	0	0
6.	a	28.6	42.9	9.5	9.5	9.5
	b	9.5	33.3	33.3	14.3	9.5
7.	a	28.6	38.1	14.3	4.8	14.3
8.	a	4.8	19.0	33.3	19.0	23.8
	b	9.5	42.9	19.0	14.3	14.3
9.	a	23.8	38.1	9.5	23.8	4.8
	b	19.0	14.3	23.8	19.0	23.8
	c	19.0	19.0	23.8	23.8	14.3
	d	9.5	14.3	42.9	9.5	23.8
	e	9.5	9.5	23.8	28.6	28.6
	f	19.0	33.3	14.3	4.8	28.6
	g	23.8	14.3	19.0	9.5	33.3

Item No.	Extensive Detail	Moderate Detail	Some Detail	Minimal Detail	Do not Include
10. a	4.8	19.0	23.8	23.8	28.6
b	19.0	38.1	14.3	14.3	14.3
c	14.3	28.6	23.8	14.3	19.0
d	19.0	0	42.9	14.3	23.8
e	14.3	28.6	23.8	9.5	23.8
f	19.0	23.8	28.6	4.8	23.8
g	19.0	14.3	28.6	14.3	23.8
11. a	14.3	28.6	42.9	9.5	4.8
12. a	28.6	19.0	28.6	0	23.8
b	23.8	33.3	28.6	0	14.3
13. a	28.6	19.0	28.6	19.0	4.8
b	23.8	28.6	23.8	19.0	4.8
c	14.3	28.6	28.6	19.0	9.5
d	9.5	28.6	28.6	19.0	14.3
14. a	23.8	28.6	28.6	19.0	0
15. a	0	19.0	28.6	28.6	23.8
16. a	28.6	23.8	19.0	19.0	9.5
b	28.6	28.6	19.0	23.8	0
17. a	28.6	28.6	23.8	19.0	0

Specific items were grouped together under general topics, as they were in the questionnaire, to reveal an overall opinion of the experts for each all-encompassing topic. When possible, the percentage results for every item were analyzed to determine the overall opinion of the experts regarding a general topic. For example, percentage scores for each item under the general topic, the "Development of the theme, Court Games", indicated an overall opinion of the experts to cover that topic in depth, with the most extensive coverage to be given to the item, the description of the sequential development of skills, strategies and games.

In this section a detailed description of the experts' opinions regarding each general topic and the corresponding items for that topic is presented.

1. General Topic: Introduction

   Items:

   a. purpose of the resource unit
   b. organization and use of the resource material
   c. definition of Court Games

The experts generally agreed that the three items included in the "Introduction" should be discussed in moderate detail.

2. General Topic: Elementary School Games Program

   Items:

   a. rationale for including games in the program
   b. aims and objectives of the games program
   c. rationale for including a unit on Court Games

The experts expressed an overall opinion that some discussion about the games program was necessary. Several experts

28.6 percent) indicated that the rationale for a games program should receive moderate detail, however a comparable number (23.8 percent) indicated that this item should not be included. They indicated a preference for fairly extensive detail on the aims and objectives of the games program (38.1 percent) and the rationale for including court games (42.9 percent).

3. General Topic: Court Games

Items:

a. place of national court games, such as tennis, badminton and volleyball, in the elementary school

b. description of basic game structure (framework) that can be used for teacher/student invention or modification

c. explanation of the presentation and utilization of these game structures

d. description of shared and divided court games for children, with variations that can be developed by the teacher and/or the students

e. description of teacher/student invented court games

f. rationale for involving children in designing their own games

g. explanation of the selecting and modifying of suitable court games from texts

The responses to each item differed greatly, ranging from one end of the continuum to the other. However, many of the responses were focused in the middle of the continuum, suggesting that the items should receive short explanations, including summary statements and examples.

The responses to the place of national court games in the elementary school leaned toward the less detailed end of the continuum, with five respondents (23.8 percent) indicating that the items should not be included. Many of the experts (42.9 percent) indicated that a description of basic game structures to use for game invention should receive extensive detail.

4. General Topic: Development of the Theme, Court Games

   Items:

   a. purpose of a theme
   b. objectives for Court Game units
   c. description of Court Game concepts
   d. description of the sequential development of skills, strategies and games

The responses favoured covering each of these items in extensive detail, inferring a comprehensive explanation of the "Development of the Theme, Court Games". The description of the sequential development of skills, strategies and games was considered by many experts (66.7 percent) to require very extensive coverage, and all suggested that it be included.

5. General Topic: Body Management and Equipment Handling Skills that Need to be Developed for the Playing of Court Games

   Items:

   a. rationale for developing these skills
   b. identification of specific skills to be developed
   c. order of introduction of these skills
   d. ways of developing these skills
   e. coaching points for development of specific skills
   f. cooperative and competitive individual, partner and small group activities for the development of specific skills

Again, responses leaned heavily toward the extensively detailed end of the continuum for all items grouped under the main heading "Body Management and Equipment Handling Skills", with most items showing no response under minimal detail and very few responses under no inclusion. While the rationale for developing these skills was considered by several experts (28.6 percent) to require little detail, a similar number (23.8 percent) considered this item to require extensive coverage, thus revealing a contrast in opinion.

6. General Topic: Strategies

Items:

a. description of basic strategies common to many court games

b. description of basic strategies related to specific court games

For the main topic of "Strategies", the full range of responses was used, although considerably more experts (42.9 percent and 33.3 percent) responded with moderate detail to both items than with any other response.

7. General Topic: Movement Analysis

Item:

a. description of the relationship between the components of Body Awareness, Space Awareness, Dynamics and Relationships and the development of court games

The responses (38.1 percent) to the inclusion of "Movement Analysis" revealed a preference for a fairly detailed description, although a few respondents (14.3 percent) did feel that it should not be included.

8. General Topic: Characteristics of 9-11 Year Old Children

Items:

a. basic characteristics of the 9-11 year old

b. implications of these characteristics for planning and teaching

Although many experts (33.3 percent) indicated that a description of the basic characteristics of children 9-11 years old should be included in some detail, a considerable number also indicated that the topic should receive only minimal detail (19.0 percent) or should not be included at all (23.8 percent). However, the experts appeared to consider the implications of these characteristics for planning and teaching to be more important and indicated a need for a more detailed explanation on this item (42.9 percent).

9. General Topic: Lesson Plans

Items:

a. format of a typical games lesson

b. purpose of each part of the lesson with specific reference to court games

c. modifications to the typical games lesson format

d. sample objectives suitable for individual lesson plans

e. variety of single lesson plans suitable for selected lessons of a unit

f. two or three consecutive lesson plans with suggestions for future lessons

g. series of sequential lesson plans for a whole unit

Many diverse opinions were expressed regarding the coverage of items related to "Lesson Plans". For each item, experts responded to every degree of detail along the continuum. Most responses leaned toward little detail or not including the item. Overall the responses showed a preference for the resource manual to provide the teacher with some guidance in lesson planning, but not to provide an extremely detailed "cookbook".

The experts said that the format of a typical games lesson should receive moderate detail (38.1 percent), but that the purpose of each part should be explained quite briefly (23.8 percent), or should not be included (23.8 percent). They also suggested that a list of modifications to the typical lesson format should be covered briefly (23.8 percent).

Many experts (42.9 percent) indicated that sample objectives for individual lesson plans would be somewhat useful and should therefore be covered in some detail. However, more than half as many (23.8 percent) indicated that the objectives should not be included.

A variety of single lesson plans for selected lessons of a unit were considered to require less detail. The expressed opinions of the experts heavily favoured minimal detail (28.6 percent) or not including this item (28.6 percent).

Again, the experts' opinions for item 9f differed greatly, with both extremes of the continuum represented by a considerable number of responses. They indicated that two or three consecutive lesson plans with suggestions for future lessons should either receive considerable detail (33.3 percent) or should not be included at all (28.6 percent).

Conflicting opinions on the presentation of a series of sequential lesson plans also occurred among the experts. No preference could be detected as some experts (23.8 percent) voted for extreme detail and just a few more (33.3 percent) voted for its non-inclusion.

Of the last three items concerned with three possible ways to present lesson planning in the proposed resource manual, two or three consecutive lesson plans with suggestions for future lessons appeared to be the most favoured response while a series of sequential lesson plans for a whole unit followed closely behind.

10. General Topic: Teaching Techniques

Items:

a. description of basic teaching methods

b. explanation of the structuring and presentation of tasks

c. ways of presenting the final game(s) of each lesson

d. samples of task cards with a brief explanation of their use

e. role of questioning by the teacher

f. role of observation by the teacher and students

g. role of demonstrations by the teacher and students

Most of the experts (28.6 percent) specified that a description of basic teaching methods should not be included or, if included, should receive little detail (23.8 percent). In contrast, the experts (38.1 percent) felt that an explanation of structuring and presenting tasks should receive considerable detail.

The respondents represented every degree of the continuum when expressing their views on how to present the final games of a lesson. However, their emphasis (28.6 percent) was on covering this item in moderate detail.

The experts' opinions on sample task cards favoured the less detailed end of the continuum, with several experts (42.9 percent) preferring some detail in covering the item and several more indicating even less detail (14.3 percent) or not including the item at all (23.8 percent).

Many experts (28.6 percent) implied that the role of questioning by the teacher, and the role of observation and demonstration by the teacher and students were items that should be covered in the resource manual in moderate or some detail. However, almost as many experts (23.8 percent) suggested that none of these items should be included.

11. General Topic: Safety Procedures

Item:

a. explanation of basic safety procedures

The most popular response (42.9 percent) was to explain basic safety procedures in little detail.

12. General Topic: Evaluation

Items:

a. description of the most effective ways to evaluate the students

b. description of the most effective ways to evaluate a unit

Every degree of the continuum, except minimal detail, represented the respondents' views on ways to evaluate students and a unit. Almost as many experts (23.8 percent) agreed not to include a description of ways to evaluate the students as agreed to describe it in extensive detail (28.6 percent) or some detail (28.6 percent). The experts (33.3 percent) suggested describing ways to evaluate a unit in moderate detail.

13. General Topic: Equipment

Items:

a. identification of suitable objects, and object and implement combinations

b. identification of suitable restrictive equipment, e.g. benches, ropes, nets, etc.

c. identification of suitable home-made equipment

d. basic court lay-outs with possibilities for additional lines

For every item under suitable "Equipment", the same number of experts (28.6 percent) emphasized that each should receive either moderate detail or some detail except the identification of objects, and object and implement combinations which should receive either extensive detail or some detail.

14. General Topic: Facilities

Item:

a. identification of available space, inside and outside, that may be utilized

All experts thought that some means of identifying facilities should be included with a similar number of responses (28.6 percent) shown for the three degrees of detail: some, moderate and extreme.

15. General Topic: Appropriate Dress

Item:

a. description of suitable clothing

No one expressed a need for an extensive explanation of suitable dress for participation in the playing of court games. Most experts (28.6 percent) indicated that a little coverage would be adequate.

16. General Topic: Resource Materials

Items:

a. identification of texts available for teacher reference

b. identification of suitable films and filmstrips

A fairly balanced distribution of responses from the experts on how to identify appropriate resource materials for the teachers was evident. The identification of texts indicated a slightly higher response for identifying the texts in extreme (28.6 percent) or moderate detail (23.8 percent), rather than in some detail (19.0 percent). Even though several experts (28.6 percent) decided that films and filmstrips should also be presented in this way, almost as many (23.8 percent) preferred to present this identification in minimal detail.

17. General Topic: Glossary of Terms

Item:

a. definitions of relevant terms

A considerable number of experts (23.8 percent) thought that defining relevant terms should at least receive some detail, but a slightly higher number (28.6 percent) thought that they should be defined in either moderate or extensive detail.

Description of the Teachers' Responses to the Questionnaire and Interview

In using a questionnaire and interview the investigator intended to gather the teachers' opinions on the prepared resource manual and analyze their recommendations for revising it. Their opinions, expressed in writing or verbally during an interview, were reported as representative of attitudes pertaining to every questionnaire item.

The questionnaire consisted of five major sections, with questions grouped to obtain specific information relating to:

I. Professional Data
II. How the Teacher used the Material
III. The Content of the Manual and its Presentation and Organization
IV. General Overview of the Manual
V. The Unit Presented to the Children

The responses to the initial section of the questionnaire, Professional Data, were analyzed primarily for the purpose of presenting a description of the respondents' training and experience (Appendix B). The responses to the remaining four sections were analyzed to obtain specific information that could be used to improve the prepared resource manual.

To analyze the results from the teachers' questionnaires, raw scores were computed to percentage scores wherever possible. However, since the teachers were allowed to respond more than once to many questionnaire items, the responses were computed as a percentage of the total number of responses to that particular item. The highest percentage represents the majority of the teachers' opinions regarding the format and content of the resource manual. Since individual "comments" were also encouraged through many open-ended questions, the teachers' "comments" from both the questionnaire and interview provided qualitative insight into their suggestions for improvement.

How the Teacher used the Material

The teachers' responses to the second portion of the questionnaire indicate the topic(s) in the manual that the teachers actually used to plan and teach their unit on court games. In the following analysis their responses are represented as percentage scores and "verbatim comments" that were stated on the questionnaire sheet or during the interview.

The majority of teachers (88 percent) reported that they used the framework of movement to plan their tasks to develop skills. Their responses indicated that the framework was very valuable in assisting them to plan their own tasks, not only to develop the skills for playing court games but for playing other types of games as well.

The overview on how to develop skills throughout a unit was indicated as being used by all of the teachers (100 percent). They indicated that the overview "outlined the progressive stages of the development of body management and equipment handling skills especially well".

To plan their lessons, most of the teachers (76 percent) stated that they referred to the tasks sometimes. The teachers indicated that they selected appropriate tasks and utilized them to assist in the planning of their own tasks. Many teachers said that they found the inclusion of the tasks "refreshing" and "stimulating for new ideas". A few teachers indicated that they referred to the tasks often, while only one teacher stated that no use was made of them.

Most teachers (81 percent) emphasized the fact that they used the tasks most often "as a guide" rather than using them exactly as they were stated in the manual. This flexibility allowed them to adapt the tasks to the particular children involved, claimed the teachers.

To develop the court games for their unit, the teachers' evenly distributed responses indicated that each of the following three games portions were used about equally: framework of rules (34 percent), divided and shared court games (32 percent), and open-ended court game structures (34 percent). Most agreed that each of these sections provided some insight and assistance at various stages throughout their unit.

Slightly more teachers (40 percent) claimed that they used the divided and shared court game structures most often, while slightly fewer (35 percent) stated that they used the framework of rules most often and even fewer (25 percent) used the open-ended court game structures. Many of the teachers stated that they used combinations of ideas from the sections to provide the basis of their court game structures. They suggested that this procedure allowed them to select and add rules as necessary when designing games for and with the children.

Since most of the children were unfamiliar with helping in the designing of their games, many teachers (67 percent) stated that they began their units with totally teacher-directed games to have more control over the children and to provide initial stimulation and guidance. The remainder of the teachers (33 percent) indicated that they allowed minimal freedom, such as allowing the children to decide upon the boundary lines for play.

A predominant portion of teachers (89 percent) suggested that the children be allowed some input into the designing of their games. Several teachers stated that they involved the children in this process "throughout the entire unit", while others involved them "when it became evident that some rules were too difficult and needed to be changed". The two teachers who did not involve the children in this process either invented the games themselves or used those games that were presented in the manual.

Many teachers (78 percent) reported that the equipment and facilities determined the type of game structures that were played. Common complaints focused upon insufficient equipment or that the gymnasium was too small. Although the investigator encouraged the borrowing of equipment from the Department of Movement Education only one teacher made such a request.

The following table shows that the teachers considered all game structures complete with all the rules, to be useful.

/

TABLE II

GAME STRUCTURES THAT THE TEACHERS USED

Responses	Percentage
padder tennis	19
battington	10
scoopball	10
quoit tennis	2
newcombe	10
mini volleyball	13
four square	4
one-wall paddleball	17
wall ball	8
tap ball	6
	* N = 48

* N = total number of responses to this questionnaire item.

Several teachers' comments also revealed their knowledge and ability in changing the rules of the basic game structures when necessary, as indicated by statements such as:

"I adapted the rules", and

"I used variations of all games at some time".

One hundred percent of the teachers stated that to meet specific needs they were able to change some of the rules of the game structures presented in the manual. They stated that they adapted the rules to make the games less complex for some children or more challenging for others. A few teachers indicated that they tended to begin teaching their units by using the total game structures that involved far too many complicated rules rather than building progressively to the stated structure.

Many teachers (67 percent) suggested that there were sufficient coaching points and strategies presented throughout the manual and that it was unnecessary to include them with each specific game. Most teachers said that they enjoyed the freedom to coach as they thought it was necessary. However, a few thought that this inclusion would be necessary for those teachers with no previous physical education training.

Slightly more than half of the teachers (59 percent) reported that less complex game structures were necessary. They felt that the game structures with fewer and less complex rules were needed due to the children's skill levels. However, this was contradicted by the responses to an earlier item, when one hundred percent of the teachers indicated that they were able to change the rules of the games to fit the needs and skill level of the children.

A great majority of teachers (94 percent) believed that there were sufficient open-ended game structures to meet their needs. However, even though the teachers indicated that these structures were "very useful" and "very well done", they left the impression that they were used infrequently.

To guide the planning of their units, a great majority of the teachers (89 percent) claimed that they had asked themselves the initial questions presented in the manual specifically to help organize their thoughts and to outline a plan of attack. Those teachers (11 percent) who did not use the questions said that, due to past experience and habit, they always asked themselves similar questions.

Nearly all of the teachers (94 percent) stated that they used the suggested objectives in the manual as objectives for their unit and many indicated that these stated objectives would be very similar to their own objectives for a unit. The only teacher who did not indicate using the suggested objectives, used the total sample unit presented in the manual which included objectives.

Most teachers (82 percent) agreed that it was unnecessary to outline any more unit planning alternatives. They suggested that those presented were "very good" and that "there were plenty of them".

To plan their lessons, most of the sample (82 percent) indicated that they used the description of a typical games lesson. They stated that the framework was "refreshing", "stimulating", and "very useful in planning the basic structure of any games lesson".

Seventy-two percent of the teachers indicated that they used the six sample lesson plans to guide their own planning while twenty-eight percent of the respondents stated that they used the sample lesson plans exactly as presented in the manual. Most of the teachers suggested that the sample lesson plans provided a general outline and examples of the progressive stages within a lesson plan and unit plan. Their comments indicated that the sample lessons provided them with the flexibility to select specific lessons or ideas from the lessons and adapt them to their own particular situation and group of children.

As indicated by a majority of responses (94 percent), almost all teachers felt that the one, six lesson unit was sufficient, although one teacher indicated an appreciation for the inclusion of more sample units. Several teachers suggested that the one unit presented provided a good starting point from which many more lessons could be developed. However, one teacher suggested that the lessons in the unit progressed too quickly.

The majority of teachers (82 percent) indicated that the number of lesson plans presented as sample lessons was sufficient to stimulate and guide their own planning. Conversely, two teachers indicated that fewer samples would have been adequate.

Most teachers (81 percent) indicated their belief that the amount of detail in the lesson plans was appropriate. However, a few teachers (19 percent) indicated that some lessons with less detail should also be presented.

The material presented on teaching styles and developing task structures was reported as being used by slightly less than half of the teachers (47 percent). The most common reason stated for not using it was that most teachers felt that they had their own style of teaching and therefore found such information unnecessary. However, they commented that they did find the information stimulating and that it reminded them of the variety and purposes of different teaching techniques.

Only forty-seven percent of the teachers stated that they would use an evaluation chart such as the one presented in the manual. This would be used particularly as a reminder of the skills and understandings that the teacher should be observing. The other fifty-three percent indicated that the chart was "unnecessary bookwork". A few teachers expressed concern over the likelihood that many teachers would use the chart solely as a "testing device for individuals".

Despite the fact that approximately half of the teachers (47 percent) said that they would use an evaluation chart based on the continuous observation of the children, most of them (75 percent) said that they knew of no better way to evaluate the children and lessons. However, a few teachers suggested that anecdotal records be kept at the end of every lesson or that the children be videotaped.

Responses indicated that most of the teachers (72 percent) were familiar with only one of the reference books listed in the manual, while the remainder of the teachers (28 percent) were not familiar with any of the texts.

Annotated information on each of the books was indicated as being preferred by some teachers (28 percent). These teachers would appreciate the books being priorized so that the best ones could be purchased. However, the majority of the teachers (72 percent) felt that an annotated bibliography was unnecessary.

An overwhelming number of respondents (89 percent) suggested that a film or video tape on teaching court games would be very useful.

The Content of the Manual and Its Presentation and Organization

This section of the questionnaire requested that the teachers suggest specific improvements for every topic presented in the manual. The teachers were asked to indicate whether the material adequately met their needs or whether there were ways of improving it. Questionnaire and interview responses indicated that the teachers felt that all the material was satisfactory and appropriate. However, they also suggested some minor improvements to make the resource manual more meaningful and useful.

There was a consensus by all teachers (100 percent) that the charts and definitions of the four major categories of games provided a very good overview of games and were a necessary inclusion in the manual. No suggestions for improvement of this section were indicated by the teachers.

Almost all of the teachers (94 percent) believed that the rationale for including a unit on court games as part of the total games program was adequately presented in the manual. They stated that the rationale provided meaningful reasons for teaching a court games unit. One teacher suggested that "the development of skills to play specific games in adult life" should be added to the list.

The teachers' responses (100 percent) show that the chart illustrating the structure of a game and the brief definition of each part of a game structure provided "excellent coverage". Their responses did not include any suggestions for improving the format or content of this material.

The majority of teachers (83 percent) reported that the material on the development of skills for court games was "excellent", however a few suggestions for change were also expressed. One teacher felt that the differences in skill level, and associated tasks for development, between grade four and five students should be more clearly defined. Another thought that the skills should be associated with a specific unit to reduce the teacher's planning time. A shortened version with less information would benefit inexperienced teachers, suggested another respondent.

An overwhelming number of respondents (94 percent) indicated that the material on court game structures and their development provided "very meaningful and valuable information on different court games". However, one teacher suggested that only two or three games be selected and that a sequence of tasks that progressed toward the playing of one game be presented.

The majority of the teachers (94 percent) stated that they were pleased with the content and presentation of the material on the planning of a unit. A few teachers questioned whether or not many would want to devote their time to actually writing up lesson plans. One teacher felt that specific objectives were not related to specific tasks and suggested that this concern be examined.

The material presented on the planning of lessons was indicated as being "very comprehensive and complete" by all of the teachers (100 percent). A few did suggest, however, that each lesson should contain less content and less detail.

A general consensus (100 percent) indicated that the material presented on teaching styles and the development of task structures was "very good". Some teachers mentioned that it was also helpful in teaching dance and gymnastics. However, these statements seem to contradict the data gathered from earlier responses which indicated that very few teachers actually used the material.

Again the respondents (100 percent) insisted that the material presented on observation was "super" and "very useful" and provided no suggestions for improvement.

Many of the teachers (72 percent) reported that the material on evaluation was very good. However, a minimal number (29 percent) suggested that the material could be improved by simply emphasizing to the teachers that the evaluation chart was to be used as a checklist for ongoing informal observations and not in a testing situation. A few teachers insisted that physical education was supposed to be fun and that the children should not be assessed.

The list of books that teachers may wish to consult was deemed as adequate by eighty-eight percent of the sample. The other respondents (12 percent) indicated their desire for a priorized and/or annotated reference list.

Most teachers (71 percent) stated that the list of films on teaching games was satisfactory but some (29 percent) felt that more films, if available, should be added.

General Overview of the Manual

Throughout this group of questionnaire and interview responses the teachers expressed their overall impression of the manual by answering several open-ended questions.

A majority of the teachers (79 percent) reported that they read the manual through from cover to cover, although some read it more thoroughly than others, as represented by the following contrasting comments: "skimmed and selected" and "twice and underlined". It was generally expressed by the teachers that the comprehensive coverage of topics and subsequent length of the manual did not encourage teachers to read the manual in great detail. However, many teachers stated that they had initially read it through quickly and then returned to concentrate on certain topics.

Due to a divergence of opinion, there was little consensus among the teachers regarding the perceived strengths of the manual. However, the following items were frequently mentioned as major strengths:

1. The descriptions of the various court games
2. The sample unit, including six detailed lesson plans
3. The descriptions of the development of skills
4. The examples of tasks and activities
5. The description of observational techniques and procedures
6. The design, arrangement and order of material

The thorough and complex overview of court games was among the strengths mentioned. Several teachers also praised the flexibility of the manual which allowed for individual creativity and variety. Most agreed that the manual stimulated their thoughts and action.

Almost half of the teachers (47 percent) reported that the manual had no apparent weaknesses. However, several teachers (32 percent) suggested that the manual was too long and detailed for the classroom teacher. This common concern is evident in the following comments:

> "Other subjects to teach as well."
> "Like a mini-university course."
> "Might be frightening for many."
> "Lengthy, but necessarily so."

Despite all the comments relating to the length of the manual, the teachers did not suggest the reduction or deletion of any sections. In fact, many suggested that the comprehensive knowledge presented throughout the manual really helped them with other games units.

Additional weaknesses in the manual were identified in the following statements:

> "Evaluation section."
> "Too much material in lesson plans."
> "I had to flip back and forth."
> "I really liked movement analysis but you
> may lose classroom teachers."

All teachers (100 percent) reported that the material was presented in a logical order. Many stated that the information was presented progressively as well as logically.

Most teachers (90 percent) believed that the manual should be intended for use by all teachers and to fulfil that intent, sections should not be deleted. Two teachers (10 percent) suggested that some of the philosophy and the rationale could be deleted. However, there was no further indication as to which portions of the manual should be shortened.

A large number of teachers (90 percent) could not think of any valuable topics that were omitted. Most thought that "the manual had everything possible in it". Nevertheless, two teachers suggested that "a set of lesson plans for each grade level", and "a section describing the functional application of these skills to recreational activities beyond the school setting" could be added.

When asked to indicate the most helpful parts of the manual for planning and teaching a unit on court games, a variety of responses emerged. The greatest single response was that the section, Court Game Structures and Their Development, was the most helpful. The next most popular response was the section, Planning of Material, particularly the unit planning alternatives and the sample unit of lessons. Also mentioned as being helpful were:

> "The movement framework, especially space awareness and dynamics."
> "The observation portion."
> "The coaching points and task structures."
> "The evaluation section."
> "The section on teaching styles."
> "The list of reference materials."

Seven teachers suggested that the following sections were the least helpful parts of the manual:

> "The first seven pages." (rationale, games categories, outline of a game structure)

> "The framework of rules."
> "The evaluation section."
> "The teaching process."
> "The list of reference materials."
> "The sample six lesson unit."

The feeling that this manual was most appropriate for all teachers was the response most strongly advocated by the teachers (47 percent). Some teachers (32 percent) recommended that the manual was best suited for classroom teachers with no physical education training. The remainder of the respondents (21 percent) believed that the manual was more meaningful for physical education specialists. These contrasting opinions can be summarized in the following comments:

> "Excellent for all teachers. A good reference and resource text. If you find the information unnecessary, don't read it or use it, but somebody will need it."
>
> "Too much for a classroom teacher, but great for physical education majors."
>
> "Valuable for classroom teachers for planning and teaching, but not only for teaching court games."

The Unit Presented to the Children

The last group of questions focused upon the unit of material that the teachers actually planned and taught to the children. These questions were intended to reveal the parts of the manual that most influenced the teachers. However, the information gathered from these responses provided very little insight.

The questionnaire and interview results revealed that the units of material were planned and taught to a variety of different grade levels which included grades four (26 percent), five (31 percent), six (31 percent), and split four/five (11 percent).

One teacher (8 percent) indicated that he was able to teach as many as eight lessons in a unit on court games, whereas two other teachers (13 percent) stated that they taught only four lessons. Several teachers (66 percent) responded that they had taught either five or six lessons in their unit, while two others (13 percent) taught seven.

Of the fifteen teachers who responded, eleven (73 percent) stated that they had taught two lessons per week and four (27 percent) had taught three lessons per week. Their comments indicated that the number of lessons taught per week depended upon personal preference, time available or scheduled physical education periods.

It would appear that a variety of games provided the basis for the units presented to the children. The basic outlines of their units indicated that a few teachers (27 percent) used the sample unit included in the manual. A "paddleball" unit was taught by some other teachers (27 percent). One teacher (9 percent) taught a unit focussing on "mini-volleyball" and another stated that he had based his unit on "racquet sports". The remainder of the teachers (28 percent) indicated that they had taught a unit based upon a combination of different games, with no specific names indicated.

The following teachers' comments, paraphrased from the questionnaire and interview responses, provided additional information which may have influenced their responses regarding their use of the manual.

1. their own lack of general knowledge of court games and the resulting lack of confidence.
2. the lack of time to totally familiarize themselves with the manual before teaching the unit and their subsequent feelings of incompetency.
3. the small number of regular physical education periods scheduled weekly, and the disruption to routine that occurs in the spring because of swim programs, track and field meets and special field trips.
4. the lack of sufficient space and appropriate equipment to enable a whole class to play court games.

This chapter presented a detailed analysis of the information gathered from the experts' questionnaire responses regarding the appropriate format and content for a proposed resource manual on court games and the teachers' questionnaire and interview responses on the prepared resource manual that they had actually used to plan and teach a unit on court games. Percentage scores were used in the analysis of both sets of data and direct or paraphrased statements from the teachers were also included.

CHAPTER V

SUMMARY, CONCLUSIONS, OBSERVATIONS AND RECOMMENDATIONS

Introduction

This last chapter presents a brief summary of the purpose and design of the project, and succinctly reviews the major findings that were previously reported in detail in Chapter IV. Additional observations that the investigator thought to be pertinent and insightful are also presented. The chapter concludes with a list of recommendations for future study.

Summary

The development of a meaningful and useful resource manual (Appendix E) to assist teachers in planning and teaching a unit on court games for children in grade four, five and six was the primary intent of the author of this project. To prepare such a manual, these major procedures were followed:

1. The opinions of twenty-one acknowledged experts were gathered through questionnaire responses and then critically analyzed to determine the format and content of the proposed resource manual.
2. A resource manual was prepared on the basis of the

experts' opinion.

3. The manual was distributed to nineteen grade four, five and six teachers who used it to plan and teach a unit on court games.
4. The teachers' professional opinions regarding the content and its organization and presentation were gathered and analyzed through questionnaire and interview responses.
5. The resource manual was then revised and improved according to the teachers' recommendations. The final draft, "A Resource Manual for Teaching Court Games", appears as Appendix E.

Summary of the Experts' Responses

The experts revealed very diverse opinions on the type and amount of information that would be most beneficial to a Division II teacher for planning and teaching a unit on court games. Although a divergence of opinion did exist, an analysis of the percentage score results indicated the items that should be included in the manual and the degree of detail that they should receive.

Many of the experts, represented by the highest number of responses, recommended that the following topics be presented in the greatest detail:

1. A framework for basic court game structures to be used for teacher and student invention and modification.
2. A rationale for involving children in the designing of their own games.

3. A description of the development of the theme, court games, which includes the purpose, objectives, sequential development of skills, strategies and games.
4. The identification of specific skills.
5. A list indicating the order of introduction of these skills.
6. A description of appropriate ways to develop the skills.
7. A list of coaching points for the development of specific skills.
8. A description of cooperative and competitive, individual, partner and small group activities appropriate to develop skills.
9. A description of the most effective ways to evaluate students.
10. The identification of suitable objects, and object and implement combinations.
11. The identification of reference texts.
12. A description of suitable films and filmstrips.
13. The definitions of relevant terms.

Several experts, again represented by the highest percentage score, indicated that it was unnecessary to include the following topics in the proposed manual:

1. A variety of single lesson plans suitable for selected lessons of a unit.
2. A series of sequential lesson plans for a whole unit.
3. A description of basic teaching methods.

Although the experts suggested that the preceding topics not be included, the majority of teachers in Thompson's (1979) study felt that a series of progressive lessons would be the most useful format when developing a unit of lessons based on one theme. Therefore, the author decided to include a sample unit of progressive lesson plans in the proposed manual. Based upon professional training and experience, the author also decided to include a brief description of appropriate teaching methods. Its inclusion was intended to encourage the teachers to use a variety of teaching styles and techniques that involved the children in problem-solving and decision-making.

The experts strongly recommended that the information in the resource manual be presented for stages of court game experience rather than for specific grade levels.

Summary of the Teachers' Responses

Through questionnaire and interview responses, the teachers' opinions regarding the format and content of the prepared resource manual were gathered and then analyzed to determine appropriate revisions to the manual. Although their recommendations for improvement were closely adhered to, occasionally the investigator decided to make a change in the manual on the advice of one teacher. For example:

1. rule variations to make the court game structures presented easier or more difficult were added.
2. pertinent strategies for each of the court games presented were added.
3. the progressive development of a court game structure

was added.

The information gathered from the group of questions focusing upon the teachers' actual use of the material clearly indicated that all portions of the resource manual were used to plan and teach a unit on court games. A predominant number of teachers indicated that they used the section on court game structures, including a framework of rules, divided and shared court games complete with all the rules and open-ended game structures, most often to plan their lessons. Many teachers also indicated that they referred to the framework of movement, examples of tasks and sample lesson plans very frequently to assist their own planning. Based upon the teachers' support for all portions of the manual, the author decided to retain all sections.

The majority of teachers responded favourably to all questions relating to the content, presentation and organization of the manual. Their responses indicated that all topics were adequately presented. Also coupled with this overwhelmingly positive response were several suggested improvements. A voice of concern was expressed over the following items:

1. The manual was too long and too detailed for inexperienced classroom teachers.
2. The material on the planning of a unit may not be used by very many teachers.
3. Differences between the skill development of each grade level were not clearly outlined.
4. The tasks presented did not progress toward the

playing of one particular game.

5. The sample lesson plans contained too much material for one lesson.
6. The evaluation chart may be used exclusively as a test.
7. There were very few films suggested.

In light of the expressed need for the preceding improvements, the author attempted to revise the manual.

The greatest single response from the teachers when asked to give their overall impression of the manual was that it was either "excellent" or "very valuable and useful". Although every individual mentioned several different topics as representing the main strengths of the manual, the items most strongly advocated were:

1. The game structures.
2. The sample unit.
3. The explanations of skill development.
4. The examples of tasks.
5. The description of observational techniques.
6. The design, arrangement and order of material.

Most teachers suggested that the manual had no major weaknesses, but they did express concern about the overall length and detail of the manual. Although their responses did not suggest the addition or omission of any specific topics, the author followed their advice to shorten the contents by presenting the information in more chart form and point form. The majority of the teachers indicated that the manual would be most appropriate for all teachers regardless of training or experience. However, some thought it would be most useful for classroom teachers, while others thought it most appropriate for physical education specialist teachers.

The information gathered from the teachers' responses relating to the unit on court games that was actually taught to the children provided little insight into the teachers' use of the manual. Their responses did not reveal any recommendations for change and merely indicated that the grade level involved, the number of lessons taught per week and the basic content of the unit varied greatly among the teachers.

Conclusions

Based upon the information gathered from the experts' and teachers' responses, it appears that a manual designed as a resource unit for teaching court games should exhibit the following characteristics:

1. The material should be presented simplistically with a combination of narrative format, point form, charts and diagrams.
2. The material should be presented logically and progressively for stages of development rather than for specific grade levels.
3. The material should include:
   - a brief introduction outlining the purpose, content and organization of the manual.
   - a brief description of the progressive development of

the body management and equipment handling skills required to play court games.

- an extensive list of tasks and activities to develop the necessary skills, coaching points included, that focus upon various aspects of body awareness, space awareness, dynamics and relationships.
- a brief description of the progressive development of various court games structures throughout a unit.
- a brief framework of rules to enable the teachers and/or the children to design their own court games.
- a brief identification of appropriate objects, implements, and facilities.
- a wide variety of court games appropriate for children, complete with rules and strategies.
- a few briefly outlined open-ended game structures to assist the teacher and children in designing court games.
- a fairly extensive description of effective court game strategies and tactics.
- a list of initial decisions to assist the teacher in planning a unit.
- a list of objectives for developing a unit.
- a brief outline of a few unit planning alternatives to assist the teacher's planning.
- an outline of rules for several court game structures progressively building toward a more complex court game.

- a brief outline of the format for a typical games lesson and a brief description of each part of the lesson.
- six detailed lesson plans comprising a sample unit.
- a brief description of various teaching styles and the development of task structures.
- a brief explanation of teachers' and children's observational skills and procedures.
- a list of reference books.
- a list of films.

Observations

The diversity of opinion that existed among the acknowledged experts appears to suggest that very few "experts" involved in this project could actually agree upon the best type of resource material for the classroom teacher. In fact, the post-secondary academic and school board supervisory personnel used in this particular project, provided little real direction in the preparation of a resource manual on court games.

While the Division II teachers were using the prepared manual to plan and teach a unit, the investigator maintained continuous contact with all of the teachers. This continuous communication tended to help the teachers better understand the contents and format of the manual and helped the investigator gain further insight into teachers' needs. The investigator became cognizant that most of the teachers would appreciate any type of reference materials to assist them in their planning and teaching. Therefore they were not overly critical of the particular manual presented to them. They also indicated that they did not feel sufficiently knowledgeable or confident to competently criticize its contents and format. The teachers inferred that it was much easier to point out the most useful portions of the manual than it was to suggest specific improvements. The majority of the teachers insisted that the whole manual was very useful and appropriate and therefore made few suggestions for change.

The teachers' recommendations gathered from this project appear to support Kass and Wheeler's (1975) and Thompson's (1979) research results that clearly indicate that teachers with varying backgrounds have different needs with regard to reference and resource materials. Two experienced physical education specialist teachers who participated in this project indicated that a "cookbook-style" of manual would be most appropriate for all teachers. However, the majority of responses indicated that to please all teachers, regardless of training and experience, a manual must be very comprehensive and provide for individual selection and flexibility. The final draft of the manual produced for this project exhibited these same characteristics.

Recommendations for Future Study

The following recommendations are offered as considerations for future study:

1. The development of resource manuals for each of the

games categories.

2. The development of video tapes or films to supplement resource manuals.
3. The development of in-service training procedures to aid the implementation of new materials.
4. The development of techniques to measure the effectiveness of:
   a) resource manuals
   b) visual materials
   c) in-service training
5. The development of techniques to study the effectiveness of utilizing experts and/or teachers in the development of resources.

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APPENDIX A

ANALYSIS OF THE RESPONDENTS

SAMPLE I

ANALYSIS OF THE RESPONDENTS

SAMPLE I

TOTAL POPULATION (N = 21)

		Percentage
Sex	Male	71
	Female	29
Profession	University Academic Personnel	58
	School Board Supervisory Personnel	42

APPENDIX B

ANALYSIS OF THE RESPONDENTS

SAMPLE II

ANALYSIS OF THE RESPONDENTS

SAMPLE II

TOTAL POPULATION (N = 19)

		Percentage
Sex	Male	74
	Female	26
Formal Education and Specialization	B.Ed. in Elementary Physical Education	26
	B.Ed. or Equivalent in other area	48
	B.P.E. and Education Certification	21
	M.Ed.	5
Movement or Physical Education Courses Taken at University	No Movement (P.E.) courses	26
	One Movement (P.E.) course	32
	Two or More Movement (P.E.) courses	42
Inservices Attended	General P.E. Program	65
	Games	35
	Court Games	0
Experience Playing Different Court Games	Three or Less Games	32
	Four or More Games	68
Teaching Experience	1 - 3 Years	21
	4 - 10 Years	69
	11 or More Years	10

Experience Teaching Elementary P.E.	1 - 3 Years	26
	4 - 10 Years	64
	11 or More Years	10
Presently Teaching Physical Education	One Class	37
	Two Classes	37
	Three or More Classes	26
Previously Taught a Unit on Court Games	No	26
	Yes	74

APPENDIX C

QUESTIONNAIRE DISTRIBUTED TO THE EXPERTS

INSTRUCTIONS

I wish to produce a "practical manual" that will assist grade 4, 5, and 6 teachers in planning and teaching a unit on Court Games. The resource manual should be useful to both the classroom teacher and the specialist physical education teacher. It should provide both with the opportunity to select relevant material in the planning and teaching of this unit of work. To avoid excessive amounts of planning, it must be easily read and understood by all teachers. Therefore to ensure usability, the resource manual must be appealing, interesting, informative and compact!

Before responding to the items regarding the content of the manual, would you please consider the following questions related to its format.

Please state your preference with a check mark ✓.

___ should the material be presented by grade level, i.e. grade 4, 5, 6?

OR

___ should the material be presented by stages of experience, i.e. building from initial court game experience to considerable court game experience?

When answering the following questionnaire:

1) Please indicate those items that you feel should be included in the resource manual, by placing a check mark ✓ before them.

2) For those that you feel should be included, indicate the amount of detail that each item should receive, by checking under the number (4, 3, 2, or 1) which corresponds to the following scale:

4	3	2	1
	✓		

4 - extensive detail:- comprehensive explanations in paragraph form plus examples, charts, and diagrams where appropriate.

3 - moderate detail:- explanations in short paragraph form and/or point form plus a few examples, charts and diagrams.

2 - some detail:- summary statements plus a few examples.

1 - minimal detail:- summary statements.

REMEMBER!

1. Place a check mark (✓) in front of those items that should be included in the resource manual.

2. After each of these items check one of the following:
    4 - extensive detail
    3 - moderate detail
    2 - some detail
    1 - minimal detail

4 3 2 1

1. INTRODUCTION

a.___ purpose of the resource unit

b.___ organization and use of the resource material

c.___ definition of Court Games

Comments: ________________________________

____

____

2. ELEMENTARY SCHOOL GAMES PROGRAM

a.___ rationale for including games in the program

b.___ aims and objectives of the games program

c.___ rationale for including a unit on Court Games

Comments: ________________________________

____

____

3. COURT GAMES

a.___ place of national court games, such as tennis, badminton and volleyball, in the elementary school

b.___ description of basic game structure (framework) that can be used for teacher/student invention or modification

4 3 2 1

c.___ explanation of the presentation and utilization of these game structures

d.___ description of shared and divided court games for children, with variations that can be developed by the teacher and/or the students

e.___ description of teacher/student invented court games

f.___ rationale for involving children in designing their own games

g.___ explanation of the selecting and modifying of suitable court games from texts

Comments:

4. DEVELOPMENT OF THE THEME, COURT GAMES

a.___ purpose of a theme

b.___ objectives for Court Game units

c.___ description of Court Game concepts

d.___ description of the sequential development of skills, strategies and games

Comments:

5. BODY MANAGEMENT AND EQUIPMENT HANDLING SKILLS THAT NEED TO BE DEVELOPED FOR THE PLAYING OF COURT GAMES

a.___ rationale for developing these skills

b.___ identification of specific skills to be developed

c.___ order of introduction of these skills

4 3 2 1

d.___ ways of developing these skills

e.___ coaching points for development of specific skills

f.___ cooperative and competitive individual, partner and small group activities for the development of specific skills

Comments: ____

____

____

6. STRATEGIES

a.___ description of basic strategies common to many court games

b.___ description of basic strategies related to specific court games

Comments: ____

____

____

7. MOVEMENT ANALYSIS

a.___ description of the relationship between the components of Body Awareness, Space Awareness, Dynamics and Relationships and the development of court games

Comments: ____

____

____

8. CHARACTERISTICS OF 9-11 YEAR OLD CHILDREN

a.___ basic characteristics of the 9-11 year old

b.___ implications of these characteristics for planning and teaching

Comments: ____

____

4 3 2 1

9. LESSON PLANS

a.___ format of a typical games lesson

b.___ purpose of each part of the lesson with specific reference to court games

c.___ modifications to the typical games lesson format

d.___ sample objectives suitable for individual lesson plans

e.___ variety of single lesson plans suitable for selected lessons of a unit

f.___ two or three consecutive lesson plans with suggestions for future lessons

g.___ series of seqential lesson plans for a whole unit

Comments: ____________________

____

____

10. TEACHING TECHNIQUES

a.___ description of basic teaching methods

b.___ explanation of the structuring and presentation of tasks

c.___ ways of presenting the final game(s) of each lesson

d.___ samples of task cards with a brief explanation of their use

e.___ role of questioning by the teacher

f.___ role of observation by the teacher and students

g.___ role of demonstrations by the teacher and students

Comments: ____________________

____

____

4 3 2 1

11. SAFETY PROCEDURES

a.___ explanation of basic safety procedures

Comments: ______________________________

12. EVALUATION

a.___ description of the most effective ways to evaluate the students

b.___ description of the most effective ways to evaluate a unit

Comments: ______________________________

____

13. EQUIPMENT

a.___ identification of suitable objects, and object and implement combinations

b.___ identification of suitable restrictive equipment, e.g. benches, ropes, nets, etc.

c.___ identification of suitable home-made equipment

d.___ basic court lay-outs with possibilities for additional lines

Comments: ______________________________

____

14. FACILITIES

a.___ identification of available space, inside and outside, that may be utilized

Comments: ______________________________

____

4 3 2 1

15. APPROPRIATE DRESS

a.___ description of suitable clothing

Comments: ____

16. RESOURCE MATERIALS

a.___ identification of texts available for teacher reference

b.___ identification of suitable films and filmstrips

Comments: ____

17. GLOSSARY OF TERMS

a.___ definitions of relevant terms

Comments: ____

THANK YOU FOR YOUR HELP!

APPENDIX D

QUESTIONNAIRE DISTRIBUTED TO THE TEACHERS

The questionnaire consists of five major sections:

I. Professional Data

II. How the Teacher Used the Material

III. The Content of the Manual and Its Presentation and Organization

IV. General Overview of the Manual

V. The Unit Presented to the Children

Please read the instructions carefully for each section before responding to the questions.

I. Professional Data

Please CIRCLE the letter of one or more responses that provide an accurate analysis of your professional background. Also fill in the blank when appropriate.

1. What is your sex?

   a) male   b) female

2. What level of formal education have you achieved?

   a) Alberta Teachers' Certificate   b) B.Ed. degree

   c) B.P E. degree   d) other: specify

   e) graduate work   ____________________

3. What was your area of specialization while at University?

   a) physical education   b) special education

   c) other: specify ______________________

4. Which of the following physical education courses have you taken at the University of Alberta or their equivalent?

   a) P.ED.S or MOV. 201 (Introduction to Elementary School Physical Education Part I)

   b) P.ED.S or MOV. 202 (Introduction to Elementary School Physical Education Part II)

   c) P.ED.S or MOV. 244 (Introduction to Secondary School Physical Education Part I)

   d) P.ED.S or MOV. 245 (Introduction to Secondary School Physical Education Part II)

   e) P.ED.S or MOV. 321 (Games)

   f) P.ED.S or MOV. 421 (Advanced Games)

   g) P.ED.S or MOV. 237 (Curriculum and Instruction in Elementary School Physical Education)

h) P.ED.S or MOV. 231 (Curriculum and Instruction in Games, K-VI)

i) Ed.CI. 394 (Curriculum and Instruction in Secondary School Physical Education I)

j) Ed.CI. 395 (Curriculum and Instruction in Secondary School Physical Education II)

k) indicate equivalent course content ____________________

____

5. Have you ever taken any courses on court games at university?

a) no   b) yes: specify ____________________

6. Have you attended inservice or professional development days on any of the following topics?

a) the general physical education program

b) games   c) court games

7. Which of the following court games have you played in the last ten years?

a) badminton   b) racquetball   c) squash

d) table tennis   e) tennis   f) volleyball

8. How many years of teaching experience do you have?

a) 1-3 years   b) 4-10 years   c) 11 or more years

9. How many years have you taught elementary physical education?

a) 1-3 years   b) 4-10 years   c) 11 or more years

10. To whom do you presently teach physical education?

a) 1 class   b) 2 classes   c) 3 or more classes

11. Have you previously taught a unit on court games?

a) no   b) yes: specify the type of unit ______________

____

NOTE: When completing the next three sections of the questionnaire please refer to the following guidelines. They will assist you in explaining the reasons for selecting a particular response, and in suggesting specific improvements for the manual.

1) information unclear
2) information unnecessary
3) important information missing
4) insufficient detail or too much detail
5) too difficult or too complex
6) more clarification and guidance needed to allow for adaptation of material to meet specific needs
7) more material appropriate for a specific grade level
8) order in which information on the topic was presented
9) spacing of material
10) use of diagrams/flow charts
11) major topics and points of information highlighted adequately/inadequately
12) material organized in a way which made it difficult to locate, understand, or use

If insufficient space is provided for you to express your opinions, then please use the back of a page to respond.

II. How the Teacher Used the Material

The following questions are intended to find out which material you found most appropriate and useful. They are grouped according to the major topics presented in the resource manual.

Please CIRCLE a) and/or b), c), etc., to represent your opinion and if possible, the reasons for your response would be greatly appreciated.

Content of Games

1. Did you use the framework of movement for games (pp. 8-13) when planning tasks to develop skills?

   a) no: reasons ______________________________

   ____

   b) yes

2. Was the overview on how to develop the skills throughout a unit (pp. 15-17, 28-31) a useful inclusion?

   a) no: reasons ______________________________

   ____

   b) yes

3. How often did you refer to the tasks (pp. 18-27, 31-38) when planning your lessons?

   a) often b) sometimes c) never

4. Did you use the tasks to develop skills?

   a) as presented b) as a guide for planning your own tasks

   c) never

5. Which of the following sections did you use to develop the court games for your unit?

   a) a framework of rules (pp. 42-50)

   b) divided and shared court game structures (pp. 51-71)

   c) open-ended court game structures (pp. 72-77)

6. Which of these did you use most often?

   a) a framework of rules

   b) divided and shared court game structures

   c) open-ended court game structures

7. Did you begin your unit with totally teacher-directed games?

a) no: reasons ______________________________

____

b) yes: reasons ______________________________

____

8. Did you allow the children some input into the designing of their games?

a) no: reasons ______________________________

____

b) yes: at what point during the unit? ____________

9. Did your facilities and equipment determine the type of games that were played?

a) no b) yes: in what way? ____________________

10. Which of the games (pp. 51-71), complete with all the rules, did you use?

a) padder tennis b) battington c) scoopball

d) quoit tennis e) newcombe f) mini volleyball

g) four square h) one-wall paddleball

i) wall ball k) tap ball

11. Were you able to change some of the rules of these games to meet specific needs?

a) no: reasons ______________________________

____

b) yes

12. Would you have preferred specific coaching points and strategies presented with each of these games?

a) no: reasons ______________________________

____

b) yes: reasons ______________________________

____

13. Did the children need less complex game structures than those presented?

a) no b) yes: reasons ______________________

____

14. Were the number of open-ended game structures (pp. 72-77) sufficient to meet your needs?

a) no: reasons ______________________________

____

b) yes

Planning of Material

1. Did you ask yourself any of the initial questions (p. 82) to guide your planning of the unit?

a) no: explain ______________________________

____

b) yes

2. Did you use any of the suggested objectives (p. 83) as objectives for your unit?

a) no: explain ______________________________

____

b) yes

3. Would you have liked more unit planning alternatives (pp. 85-88) outlined?

a) no b) yes: explain ______________________________

____

4. To plan your lessons, did you use the description of a typical games lesson (pp. 89-92)?

a) no: explain ______________________________

b) yes: explain ______________________________

5. Did you use the six sample lesson plans (pp. 93-105)?

a) as presented b) to guide your own planning

6. Was the one, six lesson unit sufficient?

a) no: reasons ______________________________

b) yes: reasons ______________________________

7. Would you have preferred a different number of lesson plans as samples?

a) no b) yes: explain ______________________________

____

8. Would you have preferred a different amount of detail in the lesson plans?

   a) no b) yes: explain ______________________________

   ____

The Teaching Process

1. Did you use the material presented on teaching styles and developing task structures?

   a) no: reasons ______________________________

   ____

   b) yes: which information was most useful? __________

   ____

2. Would you use a chart for evaluation purposes, such as the one presented?

   a) no b) yes

3. Are there better ways of evaluating the children and lessons than those suggested?

   a) no b) yes: specify ______________________________

Reference Materials

1. Are you acquainted with any of the books listed?

   a) no b) yes: how many? __________

2. Would you prefer annotated information on each of the books?

   a) no b) yes: reasons ______________________________

3. Would you find a film/video tape on the teaching of court games a useful addition to this manual?

   a) no b) yes

III. The Content of the Manual and Its Presentation and Organization

Again, the following questions refer to the major topics presented in the manual. Please consider what could be improved in the manual AND how you would like it changed. (Refer to the guidelines suggested previously on page 3.) If you feel that you have already expressed your opinion in the previous section, then indicate that this is so.

Select from the two responses provided, and CIRCLE the letter of the response, either a) or b), which represents your opinion.

Select a) if you found that the material on a particular topic met your needs satisfactorily.

Select b) if you think that the content and/or presentation of the topic could be improved in some way. Please indicate specific changes that would make the material more appropriate and useful for you as a teacher. Any information that you can provide would be most valuable during the revision of the material!

1. The charts and definitions of the four major categories of games (pp. 3-5)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

2. The rationale for including a unit on court games as part of the total games program (p. 6)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

3. The chart illustrating the structure of a game and the brief definition of each part of a game structure (p. 7)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

4. The material on the development of skills for court games (pp. 8-38)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

5. The material on court game structures and their development (pp. 39-80)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

6. The material presented on the planning of a unit (pp. 81-88)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

7. The material presented on the planning of lessons (pp. 89-106)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

8. The material presented on teaching styles and the development of task structures (pp. 107-111)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

9. The material presented on observation (pp. 112-115)

   a) adequately met my needs.

   b) could be improved in some way. Suggested improvements:

10. The material presented on evaluation (pp. 116-119)
    a) adequately met my needs.
    b) could be improved in some way. Suggested improvements:

11. The list of books that the teacher may wish to consult (pp. 120-121)
    a) adequately met my needs.
    b) could be improved in some way. Suggested improvements:

12. The list of films on teaching games (p. 122)
    a) adequately met my needs.
    b) could be improved in some way. Suggested improvements:

IV. General Overview of the Manual

Please express your opinion briefly in point form.

1. Were you able to read all of the material?

2. What were the main strengths of the manual?

3. What were the major weaknesses of the manual?

4. Was the material presented in a logical order?

5. Were there any sections that should be deleted?

6. Were there any topics omitted, that would be beneficial to teachers?

7. Which parts of the manual did you find most helpful in planning and teaching a unit?

8. Which parts of the manual did you find least helpful in planning and teaching a unit?

9. Would you recommend this manual to other teachers? If yes, for whom would it be most appropriate? Why?

Any further comments:

V. The Unit Presented to the Children

Please CIRCLE the appropriate letter to represent your response, and expand upon your answer when requested.

1. To which grade did you teach this unit on court games?
   - a) four b) five c) six
   - d) split grades: specify ____________
2. How many lessons did you teach in your unit?
   - a) four b) five c) six
   - d) seven e) eight or more: state number ______
3. How often did you teach the lessons of your unit?
   - a) daily b) twice per week
   - c) thrice per week d) other: specify ______________
4. Give a brief outline of the unit that you taught and indicate the reasons for your selection of material. (If available, please enclose a copy of your lesson plans.)

Thank you again for your valuable input! I very much appreciate the time and energy that you have devoted to this study.

APPENDIX E

A RESOURCE MANUAL FOR TEACHING COURT GAMES

A RESOURCE MANUAL FOR TEACHING

COURT GAMES

by Nancy Melnychuk

ACKNOWLEDGMENT

The author wishes to thank Dr. Margaret Ellis, Chairman of the Department of Movement Education, University of Alberta, for her outstanding contributions during the preparation of this manual. Without her expert knowledge, skills and original ideas this manual would not have been produced.

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INTRODUCTION

The purpose of this resource manual is to provide the material and guidance thought to be needed by grade four, five and six teachers to effectively develop and teach a unit, of six to eight lessons, based on the theme of "Court Games". The resource manual should be useful to both classroom teachers and specialist physical education teachers, as the selection and presentation of material provides the opportunity for teachers to utilize the material that is relevant to their personal training and experience and adapt it as required.

The material is planned and presented to suit the developmental stages of court game experience, which enables the teachers to cope with the vast differences among children. Previous experience, knowledge and skill level will vary from child to child, class to class, and grade to grade. That is, grade six children with no previous experience should begin with similar content to the grade four children, but with a slightly different presentation. However, the grade six children should progress more quickly and thus accumulate more skills and understandings.

The author encourages the development of variety and quality in a games program in order to develop versatile games players. Therefore, rather than develop the skills required to play one specific court game, the author advocates the development of the skills required to effectively and efficiently handle the body and the equipment in order to continuously adapt to different court game situations. Teachers have thus been provided with a wide range of material to develop the necessary body management and equipment handling skills needed to participate in the playing of various court games. The material and its presentation allow for both teacher and child input into the development of these skills and into the development of the court game structures that will be played. The teachers are provided with the material required to enhance their knowledge and understanding of why and how to involve the children in the developmental process of learning to play court games.

The manual is divided into four sections:

Section I	Content of Games
Section II	Planning of Material
Section III	The Teaching Process
Section IV	Reference Materials

Hopefully, the manual will provide teachers with a resource that will add greater variety, challenge and enjoyment to their games programs.

GAMES CATEGORIES

WHY INCLUDE COURT GAMES?

GAME STRUCTURE

CONTENT OF GAMES

SKILLS

A FRAMEWORK OF MOVEMENT FOR GAMES

THE ASPECTS OF MOVEMENT AS THEY RELATE TO THE DEVELOPMENT OF SKILLS

BODY MANAGEMENT SKILLS: DEVELOPMENT THROUGHOUT A UNIT

- DEFINITION
- TASKS TO DEVELOP THE SKILLS

EQUIPMENT HANDLING SKILLS: DEVELOPMENT THROUGHOUT A UNIT

- DEFINITION
- TASKS TO DEVELOP THE SKILLS

COURT GAME STRUCTURES

DEVELOPMENT OF GAMES THROUGHOUT A UNIT

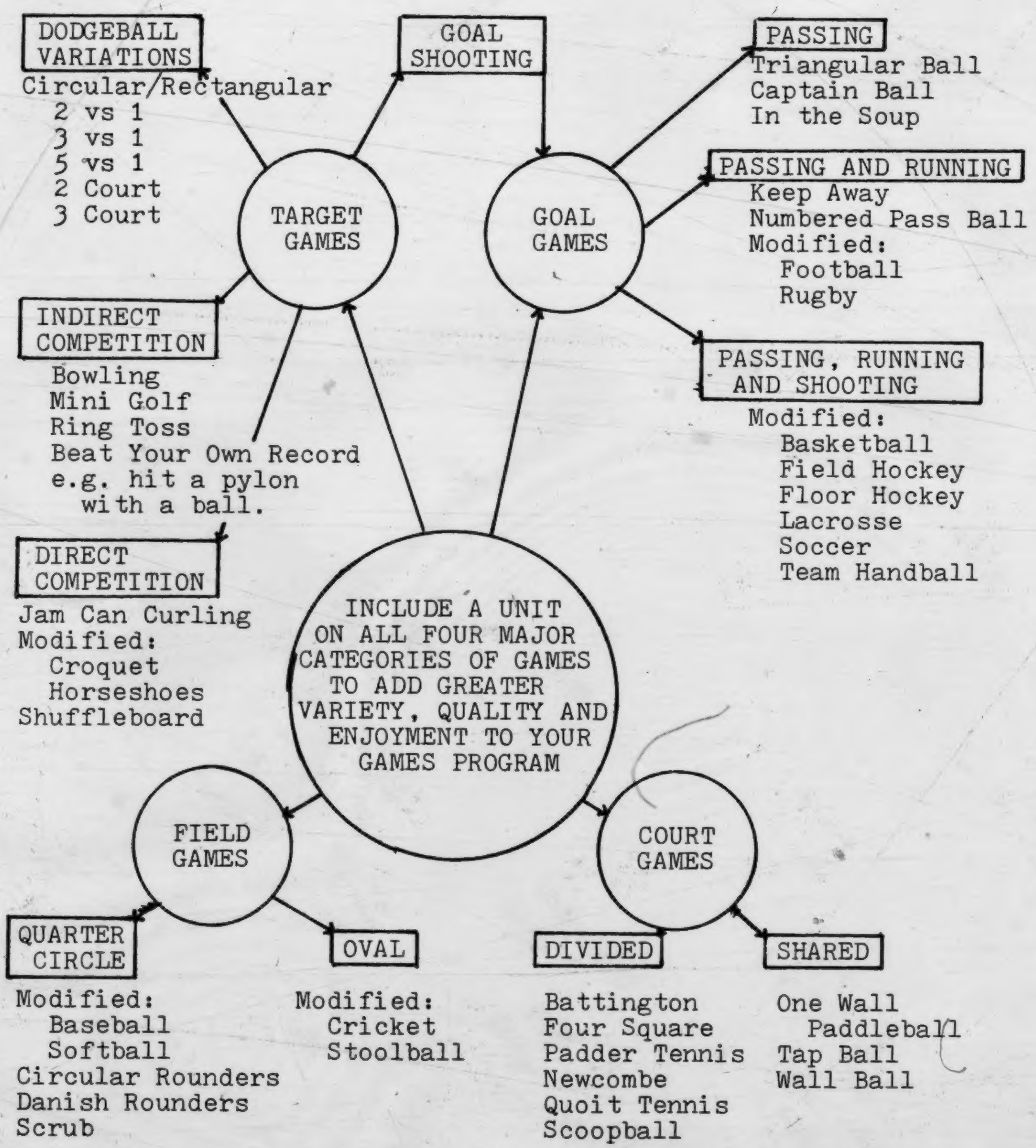
A FRAMEWORK OF RULES TO DESIGN GAMES

STRATEGIES

DIVIDED AND SHARED COURT GAMES

OPEN-ENDED COURT GAME STRUCTURES

FOUR MAJOR CATEGORIES OF GAMES



INCLUDE A UNIT ON ALL FOUR MAJOR CATEGORIES OF GAMES TO ADD GREATER VARIETY, QUALITY AND ENJOYMENT TO YOUR GAMES PROGRAM

TARGET GAMES

DODGEBALL VARIATIONS
Circular/Rectangular
- 2 vs 1
- 3 vs 1
- 5 vs 1
- 2 Court
- 3 Court

INDIRECT COMPETITION
- Bowling
- Mini Golf
- Ring Toss
- Beat Your Own Record e.g. hit a pylon with a ball.

DIRECT COMPETITION
- Jam Can Curling
- Modified:
  - Croquet
  - Horseshoes
- Shuffleboard

GOAL SHOOTING

GOAL GAMES

PASSING
- Triangular Ball
- Captain Ball
- In the Soup

PASSING AND RUNNING
- Keep Away
- Numbered Pass Ball
- Modified:
  - Football
  - Rugby

PASSING, RUNNING AND SHOOTING
- Modified:
  - Basketball
  - Field Hockey
  - Floor Hockey
  - Lacrosse
  - Soccer
  - Team Handball

FIELD GAMES

QUARTER CIRCLE
- Modified:
  - Baseball
  - Softball
- Circular Rounders
- Danish Rounders
- Scrub

OVAL
- Modified:
  - Cricket
  - Stoolball

COURT GAMES

DIVIDED
- Battington
- Four Square
- Padder Tennis
- Newcombe
- Quoit Tennis
- Scoopball

SHARED
- One Wall Paddleball
- Tap Ball
- Wall Ball

Four Major Categories of Games Originated by:

Ellis, Margaret. "Games Classification", Unpublished Material, University of Alberta, Edmonton, 1977.

I. GOAL GAMES are those games with teams of two or more players using the skills of passing and running in order to move the object toward the goal or goal line for the purpose of scoring points.

A. PASSING GAMES involve one team of relatively stationary players who attempt to keep the object away from the opponents for the purpose of counting successful passes to score points (e.g. Triangular Ball).

B. PASSING AND RUNNING GAMES include two types of games:

1) those games which involve a team of players who use the skills of passing and running to keep the object away from their opponents (e.g. Keep Away).

2) those games which involve one team using the skills of passing and running to move the object toward their opponent's end in an attempt to score by carrying or passing the object over the goal line.

C. PASSING AND RUNNING AND SHOOTING GAMES involve one team of players using the skills of passing and running to move the object toward the opponent's end in an attempt to score by shooting the object at a guarded or unguarded goal (e.g. Floor Hockey).

II. TARGET GAMES are those games where individuals or teams of individuals aim at one or more targets for the purpose of making the highest or lowest score.

A. INDIRECT COMPETITION GAMES include those games in which individual players accumulate points based upon the accuracy of their projection of the object without any interaction with an opponent (e.g. Bowling).

B. DIRECT COMPETITION GAMES include those games in which individual players may eliminate or reduce the opponent's potential score in order to accumulate the highest score for themselves (e.g. Curling).

C. DODGEBALL GAMES are games in which a team or group of players attempt to eliminate the dodger(s) for the purpose of scoring points or exchanging places with the dodger(s) (e.g. 5 vs 1 Dodgeball).

D. GOAL SHOOTING GAMES are those games in which individual players score a point every time they accurately send the object into, through or at a target or goal. If the goal is guarded, this game then involves direct rather than indirect competition.

III. FIELD GAMES involve two teams who alternate roles of batting and fielding for the purpose of scoring the highest number of runs.

A. QUARTER CIRCLE GAMES refer to those field games in which batsmen strike the ball into a 90° field and run around the four bases in order to score a run before the opponents put them out (e.g. Softball).

B. OVAL GAMES refer to those field games in which there are two batsmen, one of whom strikes the ball into the 360° field so that they can both run back and forth between the two bases for the purpose of scoring runs (e.g. Cricket).

IV. COURT GAMES are those games in which players throw or strike an object into the opponents' area of play. Players must force their opponents to lose the rally and thus the opportunity to score a point.

A. DIVIDED COURT GAMES include those games in which the playing area is divided by restrictive equipment, such as a net, bench, rope or line. Opponents must remain on either side of the dividing equipment and attempt to project the object over it. To score a point the object must be hit or thrown over this equipment in such a way that the opponents are unable to return it (e.g. Padder Tennis).

B. SHARED COURT GAMES are those games in which the entire playing area, including a wall and floor space, or one or the other, is shared by opposing players. Opponents may move anywhere within the playing area attempting to project the object within the space (e.g. One Wall Paddleball).

REASONS FOR INCLUDING A UNIT ON COURT GAMES

1. A unit on court games should be included as part of the total games program as it adds diversity and balance.

2. Court games expose the children to new and different skills and concepts not often developed in the playing of other types of games. Court games:

   (a) require the ability to use a variety of equipment in ways not found in other games.

   (b) demand the ability to accurately send the object within the court so that the opponent finds it difficult to keep it in play.

   (c) generally involve a small number of players who are actively involved in the play.

   (d) utilize service procedures and scoring systems not required in other game structures.

3. A unit where the focus is only on court games provides the opportunity for teachers:

   (a) to increase the children's understanding of basic court game structures.

   (b) to enhance the children's ability to conceptually compare games of a similar nature.

   (c) to enhance the children's ability to transfer basic skills, concepts and strategies from one court game to another.

4. A court game unit also offers the opportunity for teachers:

   (a) to enhance the development of the whole child by placing physical, mental, social and emotional demands upon the children.

   (b) to extend the children's knowledge and awareness of the following aspects of movement: body, space, dynamics and relationships, and to increase their understanding of their relationship to the playing of court games.

   (c) to involve the children in the problem-solving and decision-making processes required in the development and design of shared court games.

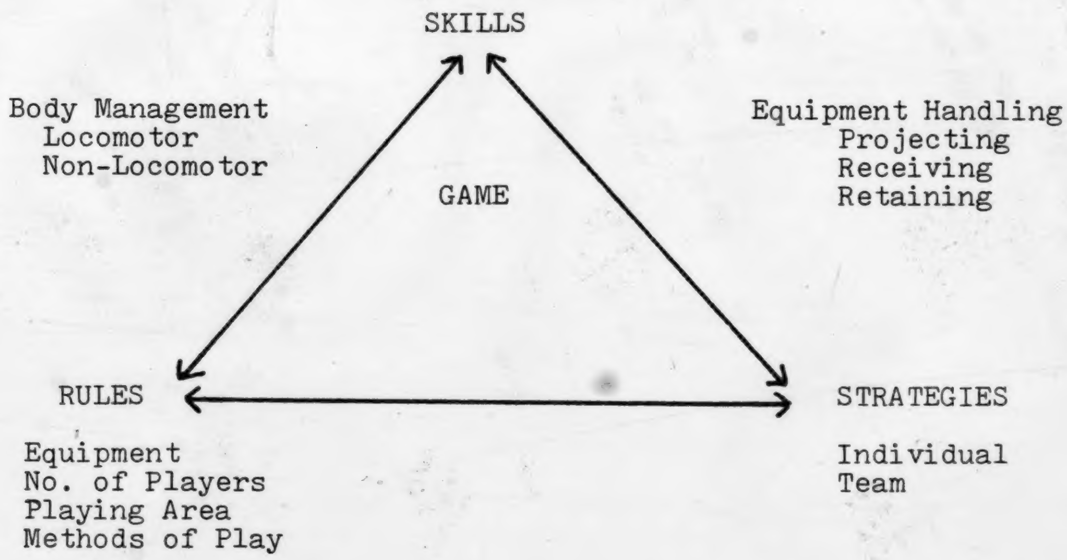
   (d) to ensure that the children progress at their own rate to their highest potential.

   (e) to assist the children in developing and utilizing the wide range of skills required by court game structures.

   (f) to assist the children in learning how to cooperate and compete with others.

   (g) to assist all children in gaining confidence and experiencing success through personal achievement.

GAME STRUCTURE



SKILLS are those actions used to control and manipulate the body and equipment for the effective and efficient playing of games.

RULES are restrictions imposed on how players may utilize their bodies and equipment to play the game, and govern other aspects of the game, such as the number of players, playing space, scoring procedures, etc.

STRATEGIES are pre-game plans on how to play most efficiently and effectively within the rules. The practical manoeuvres to carry out these plans are often called tactics.

THE DEVELOPMENT OF SKILLS FOR COURT GAMES

To develop versatile games players it is essential that the children develop the actions used to control and manipulate their bodies and the equipment in a variety of situations. The playing of court games demands that players be able to move adeptly about the court and skillfully strike an object in such a way that the opponent cannot return it. Without the development of these body management and equipment handling skills court games cannot be played effectively and efficiently.

The following section briefly explains how the development of the skills required to play court games depends upon the basic components of movement: Body Awareness, Space Awareness, Dynamics and Relationships. In order to provide the children with the opportunity to develop both variety and quality of skills it is essential that the teacher have a solid understanding of the various aspects of movement. Therefore, a considerable number of tasks and activities based upon specific aspects of movement have been included to assist the teacher in structuring tasks to develop various body management and equipment handling skills. It is important that the teacher understand that similar practices used to develop these skills may be repeated with the emphasis being placed upon a different aspect of movement. Similarly structured tasks and activities may also be repeated to focus upon either equipment handling skills or body management skills or the integration of both types of skills. A superior games player is one who has the ability to simultaneously execute those actions that manage the body and the equipment.

A FRAMEWORK TO ASSIST THE TEACHER IN OBSERVING, ANALYZING AND CLASSIFYING MOVEMENT FOR GAMES

Since MOVEMENT is considered to be the basic content of physical education, teachers must have the knowledge, understanding and abilities to observe, analyze and describe movement. Children must not only learn TO MOVE, but must also be guided to develop an awareness and understanding of HOW and WHY they are moving. They must be encouraged to achieve their individual potential for movement which will enhance a deeper appreciation of movement.

Movement can be simply categorized to enable the teacher to perceive the totality of movement. Such a FRAMEWORK should include the components of WHAT THE BODY DOES, HOW THE BODY MOVES, WHERE THE BODY MOVES, and WHAT RELATIONSHIPS OCCUR. Based upon these basic components the teacher should provide a variety of meaningful learning experiences within the games, gymnastics and dance programs, so that the children develop skill and understanding in all aspects of movement. The following framework outlines the components of movement that can be focussed upon in the teaching of court games.

BODY AWARENESS

What the Body does in Space:

Actions
Functions
Shapes
Parts Focussed Upon

SPACE AWARENESS

Where the Body or Equipment moves in Space:

General Space
Personal Space
Direction
Level/Height
Pathway
Extension/Distance

DYNAMICS

How the Body/Object moves in Space:

Time)
Weight) Quality
Space) Quantity
Flow)

RELATIONSHIPS

What Relationships Occur?

With People

THE ASPECTS OF MOVEMENT AS THEY RELATE TO THE DEVELOPMENT OF THE SKILLS AND UNDERSTANDINGS REQUIRED TO PLAY COURT GAMES

I. BODY AWARENESS

A. ACTIONS: Locomotor and Non-Locomotor

Examples - run to get the ball before it touches the ground
- lunge forward or to the side to get to the object
- pivot, to turn quickly to face another direction
- jump high to reach for the overhead object

Manipulating Object with Body Part(s) or Implement

Examples
- throwing the ball against the wall with a scoop
- striking the shuttlecock over the net with a paddle
- catching the ball with two hands

B. FUNCTIONS: Stretch, Bend and Twist

Examples
- stretch upward, forward or to the sides to get to the object
- bend the knees to lower the body to strike the object; to get into a position ready to move or run in any direction; to get to a low shot
- twist the body while pivoting to change direction

C. SHAPES: Wide, Narrow, Curled, Stretched, Twisted

Examples
- make a long and narrow shape to reach an object overhead or to manoeuvre through limited space
- crouch slightly and maintain a wide, stable ready position
- curl or tuck in "to give" when meeting the oncoming object

D. PARTS: Body Parts Used in the Actions

Examples
- distribute body weight evenly over both feet to be able to move in any direction as needed
- transfer most weight from 1 foot to another when projecting or receiving the object
- project the object with 1 or 2 hand(s), or with a paddle or racquet which is gripped by one hand
- use an open hand to serve the ball underhand
- throw ball from in front of forehead with two hands simultaneously
- bend the knees to maintain a stable ready position from which to take off in any direction
- maintain a firm, cocked wrist or a flexible wrist to strike the object, depending upon the type of equipment being used and the type of shot that is being executed
- plant your feet and twist your body to turn your shoulder to the net in preparation to hit the object

II. SPACE AWARENESS

A. GENERAL SPACE: the large, open space of the gymnasium or the particular area of the court

Examples
- to run to a corner of the playing area and return to the centre of the court after making the shot

- to place the object very close to opponent's baseline on the court, yet not hit it out
- to cover the court effectively by running or sidestepping to get to every shot and realizing that some will be out of bounds

B. PERSONAL SPACE: the space directly about one's body in which the equipment handling and body management skills are performed. While stationary the body can extend in all directions and levels.

Examples
- to *pivot* in order to *turn* the body into the most appropriate position to execute a backhand shot
- to *fully extend* the arm in order to reach the object
- to strike an object that is very *close to the body*

C. DIRECTION: *Forward, Backward, Sideways, Up, Down, Diagonally, Left, Right*

Examples
- to run, step or stretch in *any direction* to get to the shuttlecock before it touches the ground
- to *change direction* very quickly; run *forward* then *sideways*
- to send the object far to the *left* of the opponent, forcing the player to run in that direction and use a backhand stroke
- to drop a shot just over the net to force the opponent to run, and perhaps lunge, *forward*
- to serve the object from behind the right hand baseline into the *diagonally* opposite service court
- to hit the ball *upward*, high over the net into the back of the opponent's court

D. LEVEL: *High, Medium, Low*

Examples
- to maintain a stable, ready position with body *lowered* to be able to move in any direction or change directions quickly
- to send the object *high* over the opponent's head to land deep in his court
- to drop a shot *low* over the net
- to hit an overhead hit directly downward to land at opponent's feet
- to occupy a *medium* level, with knees slightly bent, to execute most strokes

E. PATHWAY: *Direct, Indirect, Curved, Straight, Zigzag*

Examples
- to run *directly* to where the object should land
- to *zigzag* or *curve* around an opponent to avoid interference when running to get the object
- to send the object in an *arched* pathway over the net or against the wall

- to send the object high and deep as a lob shot
- to send the object directly downward in a smash

F. EXTENSION: Near-Far, High-Low, Large-Small

Examples
- to move about the court more efficiently using small, quick steps
- to strike the object when it is in very close or near to the body, and when it is necessary to stretch to contact the object that is far from the centre of the body
- to reach high or bend low to strike the object
- use a bigger back swing in preparation to strike the object

III. DYNAMICS

A. TIME: Sudden, Sustained, Slow, Fast, Quick, Abrupt Acceleration, Deceleration, Timing, Change of Pace

Examples
- to move quickly to get to the ball before it bounces twice
- to run fast in one direction, stop abruptly and under control to make the shot, and then suddenly take off in another direction
- to change the pace of the shot, thus striking the object with more power sometimes to make it go faster
- to anticipate the speed of the oncoming ball, to contact it at exactly the right time
- a quick flick of the wrist to put a spin on the ball

B. WEIGHT: Strong, Weak, Light, Forceful, Firm, Fine Touch

Examples
- to serve the object forcefully and accurately into the service court
- to use a fine touch in making a drop shot just over the net
- to make a powerful drive against the wall
- to grip the paddle firmly so that it does not twist in the hand
- to use more force to send the object deep in the opponent's court

C. SPACE: Direct, Flexible, Straight, Curved, Roundabout

Examples
- to utilize a curved backswing in preparation to contact the object
- to strike straight through the object and continue on with the directness of the follow-through
- to strike the ball before it bounces with a direct punching action (as the volley shot in tennis)

D. FLOW: Bound, Free, Control, Continuous, Intermittent, Interrupted

Examples - to run quickly toward the object, but stop under control to execute a shot and then run again; to always have to start and stop suddenly
- to strike the object smoothly, without slapping at it at the last moment
- to control the body in order to skillfully execute a shot (e.g. smooth transfer of weight and follow-through)
- to control the flow of the racquet in a volley (no follow-through)

IV. RELATIONSHIPS

A. WITH PEOPLE: Individual, Teammates, Opponents, Cooperation, Competition

Examples - to avoid obstructing opponent's pathway to the object when sharing the playing area
- to outwit and outplay the opponent
- to cooperate with teammate(s) and play a specific position to overcome the opponents; to assist in carrying out preplanned strategies

DEVELOPMENT OF THE BODY MANAGEMENT SKILLS THROUGHOUT A UNIT

The playing of court games, as well as many other types of games, requires that much of the time be spent effectively and efficiently manipulating the body while not in control of the object. Court games demand that players be able to run quickly within the court and move their bodies into the most advantageous position to skillfully strike the object. It is therefore necessary to develop the following body management skills: to run at different speeds, to accelerate and decelerate when necessary, to run or step in different directions, to pivot to change direction abruptly, to stop suddenly under control, and to stretch or lunge in all directions. The development of these skills will also enhance the player's ability to manipulate the equipment.

In the initial stages of a unit the body management skills should be introduced and practised in individual and cooperative partner situations without equipment. This enables the children to focus on purposefully controlling their bodies without having to worry about striking the object. However, gradually these skills need to be focussed upon and developed while the children are also manipulating their equipment. For example, the following progression may be used throughout a unit to develop the children's ability to run quickly in different directions and to stop and pivot in order to change directions:

1) individuals respond to the teacher's verbal command to run in different directions, e.g. forward, backward, diagonally, to the right and left.

2) one partner points in the direction that the other must run.

3) individuals hit the ball with their paddles against the wall forcing themselves to run to the right or the left to get the ball before it bounces twice.

4) one partner hits several balls against the wall forcing the other to run in different directions to get to it.

5) partners continue hitting the ball back and forth against the wall or over a line on the floor, in such a way as to keep one another running and moving in all directions to get to it.

6) within the court boundaries partners hit the ball back and forth, forcing one another to run and move in any direction in order to score one point every time the partner fails to get to the ball before it bounces twice.

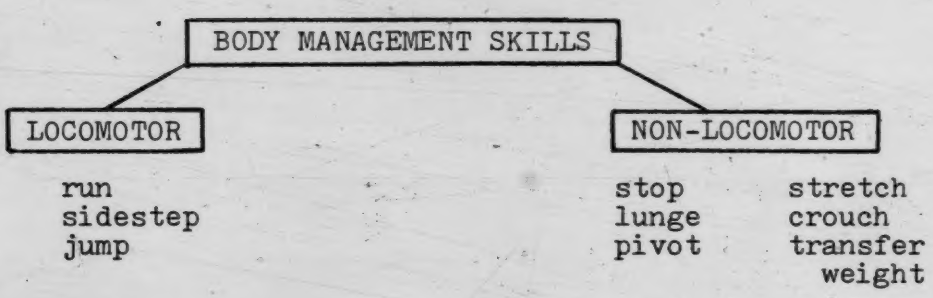
During these tasks the teacher should continuously focus the children's attention on the particular aspects of the body management skill being developed.

Sufficient time must be provided to allow for repetition to improve and refine the body management skills in a great variety of situations. As the skills continue to improve, tasks and practices should increasingly resemble game situations so that the children will be able to transfer these knowledges and skills to appropriate situations in the playing of many games.

In the early stages of a unit part of every lesson should be spent focusing on the development of specific body management skills. The development or improvement of a specific skill such as running back to the centre of the court after every shot, may be an objective of a particular lesson or may be specifically coached as it appears during the playing of practices and games in the later stages of the unit.

BODY MANAGEMENT SKILLS ARE

the LOCOMOTOR and NON-LOCOMOTOR skills required to control and manipulate the body for the effective and efficient playing of games. These skills are often performed by players when they are not in control of the object but are preparing for a shot or recovering from a shot.



LOCOMOTOR SKILLS ARE

those actions used in games that move the body from place to place.

The playing of court games requires the ability to move quickly under control about the playing area and to be in the most advantageous position to skillfully execute a shot. For example:

- to run in any direction to get to the object as fast as possible
- to run or step in one direction to return a shot and then quickly change to go in a different direction as the opponent sends the object to another area of the court
- to sidestep quickly back to the centre of the court after making a shot
- to jump, if necessary, to reach a high, overhead shot, although fast footwork to get into an appropriate position for driving should be encouraged rather than being forced to jump

NON-LOCOMOTOR SKILLS ARE

those actions that the body performs in personal space without travelling to another place in space.

The playing of court games requires the ability to maintain bodily control, and to effectively manoeuvre the body in its own space when it is often necessary to prepare for or to recover from the execution of a stroke. For example:

- to stretch in a direction to reach the object
- to lunge forward or to the sides to retrieve a low shot
- to crouch low ready to move in any direction
- to twist and turn while pivoting to quickly move the body in another direction
- to stop abruptly, but under control, to contact the object or to run in a different direction
- to transfer body weight to execute a stroke

THE KNOWLEDGE AND UNDERSTANDING OF THE FOUR MAJOR COMPONENTS OF MOVEMENT: BODY AWARENESS, SPACE AWARENESS, DYNAMICS AND RELATIONSHIPS, SHOULD ASSIST THE TEACHER IN HELPING THE CHILDREN DEVELOP A WIDE VARIETY OF BODY MANAGEMENT SKILLS NEEDED FOR THE PLAYING OF COURT GAMES.

To develop these necessary skills ...

1) examples of TASKS, including COACHING POINTS, have been grouped under a specific component of movement analysis (e.g. Space Awareness), to focus on and develop a particular aspect of body movement (e.g. running in different directions).

2) some of the tasks also involve the handling of the equipment, but the teacher's focus should be on developing the body management skill(s).

3) many of the tasks that are presented under one focus may be slightly modified to place the focus on a different aspect. The teacher must select the most appropriate task and focus based upon the needs of the children. For example, a task requiring the children to hit the ball against the wall may be modified to focus upon: running to the left or right to get to the ball, stopping under control in preparation to make contact with the ball, stretching or lunging in order to contact the ball, running back to the centre of the court after every shot.

TASKS TO DEVELOP LOCOMOTOR AND NON-LOCOMOTOR BODY MANAGEMENT SKILLS, PARTICULARLY RUNNING AND STEPPING

I. BODY AWARENESS

A. ACTIONS, FUNCTIONS, SHAPES AND PARTS: focus on developing the locomotor and non-locomotor skills which are needed to effectively move the body about the playing area and into an appropriate position to execute a stroke. Court games demand agile footwork, bodily control and balance, and the ability to bend, stretch and twist when required.

Individual Work

1) Run about the space and stop immediately when I say ... Think about bending your knees and transferring your weight slightly forward as you stop ... How do you use your arms to help you balance? ... Stop with your feet apart and then pivot to turn and run in another direction ... On the pivot, plant your feet and bend your knees for the push to turn.

2) The ability to move your feet is important for the playing of court games. Show me the way that you would move about the court ... Would it always be necessary to run? No, then let me see everyone using a sidestep or shuffle step to move themselves about ... Still keep your weight on the balls of your feet and your knees slightly bent.

3) Send the ball against the wall so that it comes to your backhand. Really work on preparing properly, and in time, to make a good backhand shot ... Get there in time to plant your feet, and turn your shoulder to the wall. Also, do not forget to step in to meet the ball.

4) Practise bending your knees so that your body is slightly curled, and transferring your weight forward as you get ready to execute an underarm, forehand stroke.

Partner Work

1) Hit the ball in such a way that your partner has to move a few steps to either side and stretch or lunge to make contact with the ball before it hits the ground ... Don't worry about keeping the ball going, but concentrate on planting your feet and really stretching outward. Recover quickly and then be ready to move again.

II. SPACE AWARENESS

A. GENERAL SPACE: focus on developing an awareness of the total playing area and the skills required to move the body about that space.

Individual Work

1) Run into an open space ... Find another open space and run into it. Make sure that no one else is occupying the space ... Continue running into open spaces.

2) Run to every corner of your playing area ... See how many times you can reach each corner before the teacher says stop.

Note: tasks related to directions and pathways will also heighten awareness of the general space.

B. PERSONAL SPACE: focus on developing the body's ability to extend in all directions and levels in order to contact the object and to avoid contact with the opponent or partner when playing court games.

Individual Work

1) Hit the ball against the wall so that you have to really stretch to reach it ... Force yourself to have to stretch upward, forward, and to the sides. Remember to have your feet planted so that you are balanced and under control when you reach out.

Partner Work

1) With your partner select a space bounded by lines and both move quickly about the space without making contact.

2) Fully extend your arm every time you get ready to hit the object. It will provide more power and encourage a smoother swing ... Perhaps you are not moving your feet quickly enough and getting your body in the right position to allow for a fully extended swing.

C. DIRECTIONS: focus on the ability to travel or move in different directions, and to change directions in order to get to the object.

Individual Work

1) Show me all the different directions in which you can run ... Can you run forwards? ... sideways? ... backwards? Watch back over your shoulder. Keep your legs bent and your weight somewhat forward over the balls of your feet.

2) Run in one direction and then see how quickly you can change to run in a different direction ... Did you try going straight ahead and then abruptly angling off to the left or right?

3) Find a small rectangular space enclosed by lines. Run quickly in all directions (forward, backward, to the right or left) to touch every line with your hand. Keep running until asked to stop ... When you are tagging the lines, I want to see you bending your knees and getting very low, instead of bending over from the waist.

4) On the teacher's verbal command, run in the direction called: forward ... to the right ... to the left ... backward ... What is the most effective way to run sideways? Show me ... This time, when I call out to run to the right, I want to see everyone using a quick, sliding sidestep.

5) Run to touch, with your feet, the sideline of your court and then run back to the centre of your court ... Why is it necessary to always run back to the centre of the playing area? ... Run to the baseline and back to the centre ... to the net and back ... Run to every corner of your court and then back to the centre. Running on the diagonal is often required to get to a shot... Now try mixing up the directions, but always return to the centre of the court before taking off in another direction.

6) Send the ball against the wall forcing yourself to move and/or run to the right or left to get to it before it bounces more than once ... Anticipate the direction and begin moving in that direction immediately ... Don't forget to stop under control, after running a few steps,

plant your feet and pivot to turn the body to meet the ball.

Partner Work

1) Play "Follow the leader": (A) run, using all the space abruptly changing directions, while (B) tries to shadow you ... Did you try faking in one direction and then running in another, to make it more difficult to shadow? To move about the court, you must be able to move and run quickly in any direction. In a game your opponent will likely try to hit one shot in one corner of the court, and the next shot in another corner, forcing you to move quickly in a direction and to stop under control.

2) Mirroring your partner's movements, and in a confined space, see if you can keep up with the quick sidestepping to the left and to the right. Take turns being the leader ... What can you do to force your shadow off balance? ... Have you tried varying the distance that you go each time? Don't get into a rhythmical pattern ... Have you tried stopping momentarily and proceeding in the same direction? ... Now incorporate travelling forwards and backwards, as well as travelling to the sides.

3) One partner stands relatively still while striking several balls toward the other, requiring movement to the left or the right. Force your partner to run a few steps before being able to reach the object ... Perhaps a sliding sidestep would be faster in moving in these directions - try it ... Now can you keep your partner on the run or moving forward or backward to get to the object? Do not make it too easy but force your partner to move their feet, and to take off quickly in a new direction.

Small Group Work

1) One is the leader, the other three are shadows. Face your leader and try to move as quickly and in the same direction. As the leader, make sure that you use a variety of directions. Switch leaders when asked to do so ... Now try it with the leader pointing in the direction that the rest of you must run.

D. LEVELS: focus on developing the ability to bend the knees to lower the body into a stable, ready position which enables the player to move and take off quickly.

focus on developing the ability to move into the most appropriate position to reach the oncoming object, which may be high overhead or low to the floor.

Individual Work

1) Run straight ahead and stop on the command ... Run and stop with your body under control ... What is the best

way for stopping abruptly and under control? ... This time run faster, as you would if you were going to get to a ball before it hit the ground ... How low should you be when running and stopping? ... Try again ... Where is the best place to place your feet to stop quickly and to be ready to take off again?

2) Carry your paddle with you. Run and stop, on the command, with your body at different levels. Each time stop at a different level and perform a stroke - overhead, backhand, low forehand - pretending to hit an object ... Now let us try using our skills of stopping at different levels, by hitting the ball against the wall so that it comes back high over your head or low down at your feet ... Really stretch your whole body and extend your arm to reach the ball overhead ... You can't just bend for those low shots that come right at your feet, you have to quickly move your feet out of the way and then bend your knees to get down low.

Partner Work

1) Send an object to make your partner stretch high and bend low to get into an appropriate position to return the shot ... Lunge forward, as well as to the sides ... I want to see the receiver having to run a few steps first and then having to stretch or bend to get to the object. Return to a ready position with the body lowered after every shot ... Send it so that your partner has to turn and run back, and still hit it.

E. PATHWAYS: focus on the ability to move the body in a very direct pathway toward where the object will land.

Individual Work

1) Run straight ahead as fast as you can.

2) Dart in and out and around others as you run within the space ... Run directly towards someone, fake one way and sidestep (dart) around them in the other direction. The skill of darting around someone is necessary to get out of your opponent's way when you are sharing the same playing area. Shared court games demand that you allow your opponent an opportunity to get to the ball.

Partner Work

1) (A) make some interesting pathways along the floor for your partner to follow ... Also vary your speed as you change the pathway ... Did you zigzag in and out? While playing a shared court game you may need to zigzag out of your opponent's way!

2) One partner will point to where the other must run ... Run directly there, using the shortest, most direct pathway possible.

3) One partner stand still hitting balls to different areas of the court so that the other has to run directly (shortest, fastest route) to the ball, hit it and run directly back to the centre of the court again. Keep the receiver running quickly.

F. EXTENSION: focus on utilizing small steps to move the body about the court, and getting the body in the best position to contact the object whether it comes close to the body or far from the centre of the body requiring the body to stretch and lunge in order to reach it.

Individual Work

1) Using very small steps run about the space. Stop! ... This time, run about using very large steps. Stop! ... Run faster and decide if you can stop more quickly when using large steps or small steps.

Partner Work

1) Follow your partner focusing on using small quick steps to manoeuvre the body in different positions about the space ... Small steps are useful to move oneself within the confines of the court.

2) Hit the object in such a way that your partner has to practise getting into position to make the shot. Sometimes send it so that a fully extended arm is required and sometimes so that a crowded backswing is required ... Good footwork will help you avoid having to hit the object when it is too close to your body.

III. DYNAMICS

A. TIME: focus on the ability to move fast in a direction, stop suddenly, and then take off quickly in another direction, and the ability to accelerate and decelerate when necessary.

Individual Work

1) Show me the different speeds at which you can run ... Can you run faster? ... Can you run slowly? ... Make sure that you are running and not walking.

2) Begin running slowly and accelerate gradually until you reach your top speed ... See how quickly you can accelerate ... As you run, continue to change your speec ... Try decelerating gradually and then quickly.

3) Select a short distance to run. Give yourself the commands to go. See how fast you can cover the distance ... Try again ... Are you driving with your arms to help gain momentum?

4) How many times can you run back and forth to touch two lines before I say stop? ... Let us try again to see if you can improve your score.

Partner Work

1) Many partner activities may be repeated with a focus on changing speeds, changing directions quickly and quickly stopping and starting.

2) Send the object so that your partner really has to run fast to reach it before it hits the ground ... Can you run just as fast when moving backwards? What might be a better way if the object is that far over your head? Yes, turn and run forwards to the back of the court and turn in time to face the oncoming object!

B. WEIGHT: focus on moving lightly on the balls of the feet, utilizing a powerful push with the leg and transferring the body weight to pivot in order to change direction or to meet the oncoming object.

Individual Work

1) As you pivot to quickly change the direction in which you are running, powerfully push with your outside leg to turn and twist the body, to give you an immediate thrust to run in the other direction.

2) Move lightly on the balls of your feet, and then sprint to a spot that you have chosen, move lightly again and then sprint again to another spot.

C. FLOW: focus on the ability to control the body at all times when moving quickly and slowly with the ability to stop and start suddenly and under control.

Individual Work

1) Without changing your pace, try to run smoothly and continuously about the space ... Keep your head up and anticipate the movements of others so that you won't be interrupted.

2) Run about the space with sudden starts and abrupt stops, according to your own commands ... This time, start and stop according to my commands ... Be ready to stop immediately ... Can you run faster and still stop immediately? ... See how fast you can take off each time.

3) Run in any direction you wish, but you must stop on every red line that you come to. Then suddenly take off in another direction ... Although you will be looking for red lines, try to keep your head up because when you are playing in the game you have to be able to see what is happening to anticipate your next move.

Partner and Small Group Work

Focus on utilizing sudden starts and stops in the tasks to fake, deke and avoid an opponent.

IV. RELATIONSHIPS: focus on developing the awareness of where one is in relation to a partner, teammates or opponent(s) and the ability to move about the court in relation to them.

Individual Work

1) Run within the boundaries of your court, trying to stay away from the other five members of your group ... Use small sidesteps to dart in and out. Make sure that you do not bump into anyone. (Shared court games require players to keep out of one another's way.)

Partner Work

1) Try to move out of one another's way as you keep the ball going against the wall ... Do not let yourself get too far out of position, and still try to return to the centre of the court after every shot, thus maintaining that central controlling position.

Two vs Two

1) You and your partner should practise rushing up to the net together to effectively cover the court ... Remember that you can't rush forward after every hit; you must set yourself up to gain that advantage, by hitting a deep and forceful shot, for example.

2) Have you and your partner tried playing one up and one back, instead of side by side? ... You both have to watch your opponents and one another, and be ready to move to cover for your partner ... What if your partner rushes forward to retrieve a drop shot? ... If you get pulled out of position, always try to quickly return to that position.

DEVELOPMENT OF THE EQUIPMENT HANDLING SKILLS THROUGHOUT A UNIT

The development of the equipment handling skills that are required to play court games should dominate a major part of the lesson in the beginning lessons of a unit. The teacher must provide a great variety of experiences, each focusing on the development of a specific skill or aspect of an equipment handling skill. Children, as individuals or with partners, should be given time to explore the unique qualities of new pieces of equipment and to discover their personal capabilities in relation to that equipment. Throughout the unit, whenever new equipment is introduced, some time should be allotted for exploration. For example, tasks may ask, "How many different ways can you use your racquet and ball?" or "How many times can you hit your ball in succession?" Variation in equipment should also be offered.

Differences in the size, shape, length, weight, height, and texture of the objects and implements provide unique and interesting challenges.

In the early stages of development the teacher should ensure that the children understand the necessity of efficient body control for the skillful handling of equipment. For example, one's ability to successfully contact the ball with the racquet is often dependent upon one's ability to move the body to the ball and into an appropriate position to make contact.

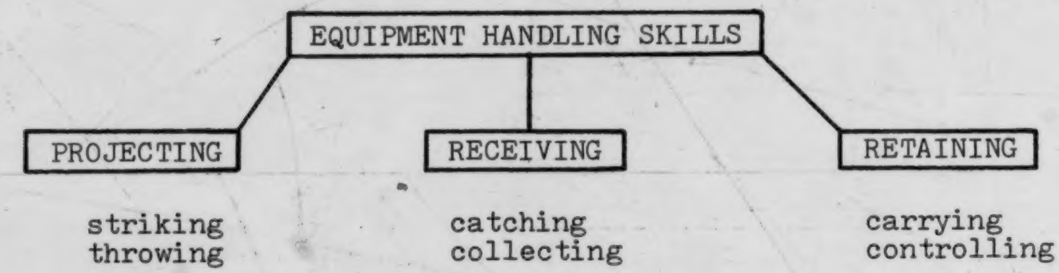
Initial tasks and activities should include considerable individual and cooperative partner work to develop a variety of skills and to develop consistency and control. For example, "With your partner, rally the quoit over the net trying to prevent it from touching the floor. Count successful attempts, then repeat trying to beat your previous score." Further limitations should be encouraged to add further challenge, such as: only one step before throwing; one hand only to throw and catch; must throw with the hand that caught it; must throw from where you caught it. This same situation could be repeated with a competitive element, if skill level permits, thus making the situation more challenging and game-like. For example, "Attempt to toss the quoit in such a way that your opponent finds it difficult to receive it. (Score one point when you begin the play after your opponent has missed.)" As the practices become more competitive and game-like, more rules should be introduced which will continue to be the basic rules of the games to be played later in the lesson. Specific objectives to improve equipment handling skills should continue to dominate these game-like situations. For example, the focus could be on: sending the object at various speeds, sending the object in specific directions, or sending the object at varying heights.

Since court games generally involve small numbers, such as 1 vs. 1, 1 vs. 2, 2 vs. 2, there is not the need to increase the number of players when developing equipment handling skills. However, increasing the relationship from 1 vs. 1 to 2 vs. 2 presents two totally different situations and both should be experienced. Increasing the number of players on a team to 3 vs. 3 or 4 vs. 4 should be done so very gradually to ensure maximum activity and adequate skill development for all participants. New and different equipment handling skills and strategies may be required to cope with the more complex situations. The children must be able to execute a variety of skills and know when to use specific skills most advantageously. These are best learned through the game-like practices which demand that the players meet the unexpected and adapt to the situation. With the teacher's coaching, the children will learn to select the most appropriate stroke and/or shot for a particular situation.

Throughout a unit opportunities to develop equipment handling skills must include each of the following: teacher selected equipment, children's free choice of equipment, and children's choice of available equipment with restrictions imposed by the teacher limiting the choice, for example, "Select any implement and an object that bounces."

EQUIPMENT HANDLING SKILLS ARE

the skills of PROJECTING, RECEIVING, and RETAINING that a player requires to efficiently manipulate an object with a body part or with an implement for the playing of the game. To skillfully execute these skills the player must have responded to the situation and moved himself into the most advantageous position.



PROJECTING SKILLS ARE

the skills required to accurately strike or throw an object into specific areas of the opponent's court or occasionally to strike or throw the object to a teammate who will then send it over the net or against the wall.

The playing of most court games requires the players to strike, or throw the object with their hand(s) or an implement against a wall or over a net. The basic skills of striking and throwing gradually develop into specific techniques such as forehand or backhand drives, drop shots, lobs, overhead smashes, volleys, and underarm or overarm serves. For example:

- to throw the quoit so that it just drops over the net into the opponent's court
- to strike the shuttlecock so that it flies high and deep into the opponent's court
- to drive the ball so quickly and forcefully against the wall that it forces the opponent to run backwards or to the side to get to it
- to serve underhand into the diagonally opposite service court

RETAINING SKILLS ARE

those skills required by the players to control the object in personal space before sending it or serving it to the opponent.

In court games the object is held only momentarily in the hands (as in Quoit Tennis) or in a scoop (as in Scoopball), as the rules usually demand that the object be continuously projected. For example:

- to serve the ball to the opponent, bounce or toss it first to self in order to strike it

RECEIVING SKILLS ARE

those skills used to gain possession of the object; for example, catching the ball, frisbee or quoit with the hand(s) or the ball with the scoop.

In the court games that allow the object to be received, the teacher should encourage the children to project it again immediately. For example:

- to catch the quoit with ~~two~~ hands low to the floor and immediately to reposition the body for the throw.
- to catch the quoit with one hand, while on the move or while stationary and to return it immediately
- to catch the frisbee with one hand to the left side of the body
- to run backwards to catch the ball high overhead or lunge forward ~~to catch~~ it before it hits the ground

Following are examples of TASKS TO DEVELOP THE EQUIPMENT HANDLING SKILLS OF STRIKING AND THROWING

(Note: these tasks may be adapted to use either the hand(s) or an implement.)

I. BODY AWARENESS

A. ACTIONS: focus on developing the ability to manipulate; for example, strike or throw and catch a variety of objects with the hand(s) or an implement.

Individual Work

1) Can you strike the ball into the air? ... How far can you send it? ... How high can you send it? ... Can you control it and keep hitting it in the air?

2) See how long you can keep the ball going against the wall ... What type of stroke are you using most often?

Partner Work

1) Find different ways of sending the ball to your partner using your paddlebat ... How many times can you hit it before one of you lose control? Did you try it without letting the ball bounce?

B. FUNCTIONS: focus on bending, stretching, and twisting the body to be able to execute a variety of shots in a variety of ways.

Individual Work

1) Send your ball against the wall in such a way that it forces you to stretch high to reach it ... Try to anticipate the speed and height of the rebounding ball so that you can move your feet and body into position.

2) Send the ball to the wall so that it comes back to the left side of your body ... Try to keep the ball going using a backhand stroke ... Remember to turn your whole body, with your right shoulder to the wall, and step into the ball with your right foot forward as you make contact.

3) Bend your knees and step into the ball ... Now try again, thinking about keeping your knees bent and transferring your weight forward to see if it adds momentum to your shot.

Partner Work

1) As you hit the object back and forth trying to use backhand strokes only. Remember to bend your knees and to turn your shoulder to the net as you strike the object.

C. SHAPES: focus on utilizing the most effective body shape for a specific objective, such as a wide shape for stability or a slightly curled shape with knees bent when projecting an object to add more control and power.

Individual Work

1) Practise serving the ball underhand from behind this line. See if you can hit the wall above that white line ... Try bending further forward and slightly curling your body to help generate more force.

2) Reach for the shuttlecock overhead by moving into position and stretching high. You should not have to jump ... Keep your body in a long, narrow shape as you hit the shuttlecock.

D. PARTS: focus on what parts of the body are utilized in projecting and receiving an object, and how they are used to bring about the desired effect.

Individual Work

1) Decide if you have more control over the ball when using one or two hands to strike it ... Did you try clasping your hands together in some way? ... Does your control and accuracy improve if you first let the ball bounce before striking it?

2) Do you get more force with an underarm or an overarm action? ... Practise both ways.

3) See if you can put a spin on the ball ... Which part of your hand are you using to cause the spin? ... Can you cause it to spin forward and backward?

Partner Work

1) Think about keeping your feet planted and your shoulder turned to the net as you send the ball to your partner.

2) See if you can get the shuttlecock to travel deeper into your opponent's court by using your wrist more.

3) Remember to keep your head down with your eyes fixed on the ball as you drive the ball to your partner ... Point your feet in the direction you want to send the ball, and do not look up, but keep your eyes on the ball.

II. SPACE AWARENESS

A. GENERAL SPACE: focus on developing an awareness of the size of the playing area and how best to utilize the available space.

Individual Work

1) Send the ball far away from you. Chase it and send it away again ... Did you try bouncing it? ... Sending it through the air? ... Which way sends the ball the greatest distance?

2) See if you can send the ball off the wall so that it will travel in the air and land close to the baseline of your court ... Perhaps you need to apply more force? ... Send it higher?

Partner Work

1) You want to use all the space within the court boundaries to your advantage, so practise hitting the object to specific areas in your opponent's court ... Did you send it back to the baseline? ... to the far left sideline?

2) Practise serving into the diagonally opposite service area from behind the serviceline ... As you become more accurate, see if you can serve it to a particular part of the service area.

B. PERSONAL SPACE: focus on developing the skills of being able to strike the object when it is close to the centre of the body or far from it, such as high, low or out to either side. The swinging of the arm(s) occurs within one's personal space.

Individual Work

1) Strike the ball against the wall so that you are forced to stretch while contacting it ... Force yourself to stretch upward, out to the right and out to the left. Make sure that you keep both feet firmly planted, one in front of the other, as you stretch and strike the ball.

2) This time as the ball quickly rebounds off the wall, try to strike it very close to your body. Often in a game situation one does not have time to get into position. However one should always try to get into an appropriate position ... Make sure that you try hitting the ball that is crowding both the right and left sides of your body in order to learn to hit a forehand and backhand in this way.

C. DIRECTIONS: focus on developing the ability to send the object in the desired direction and in different directions.

Individual Work

1) Show me all the different directions in which you can send your object ... Always face the direction in which you are sending it.

2) Can you keep hitting the object up into the air, without having to move to hit it again? ... This time send it further in front of you so that you must run a few steps to hit it again. Don't let it touch the ground.

3) Strike the ball against the wall in the direction that will cause it to come back to the right side of your body ... the left side ... Allow it to bounce once first and try to use a sidearm stroke ... Turn your body and step into every shot ... Now force yourself to take a few steps to either side, forwards or backwards in order to contact the ball.

4) Serve the ball underarm from behind this baseline to hit the designated areas on the wall. See how many times you can hit each area ... Bouncing the ball to yourself before striking it may give you more control. Try it.

Partner Work

1) Have your partner select an area in which the serve must land and practise serving the object to that area ...

Being able to place the serve will prevent your opponent from anticipating where the serve will land.

2) Practise trying to return your opponent's serve by sending the object in a specific direction ... Did you try returning it straight down the side line? ... Have you tried to direct it diagonally across the court?

D. LEVELS: focus on developing the skills required to send the object at different heights, thus developing the strokes to execute a variety of effective shots such as the drop shot, lob, overhead clear, smash, baseline drive and volley.

Individual Work

1) How many times can you throw or strike the ball to hit the wall above the designated line? ... Try again, only this time use an overhead stroke.

2) Serve the ball overhand or underhand by tossing it into the air (and striking it with an open hand). Try to get it high so that it hits above that line ... Now see if you make a return shot off your serve, before the ball hits the ground.

3) Find different ways of contacting the ball so that it hits the wall very close to the floor. Allow the ball to bounce once on the rebound ... Keep practising to see how low to the floor you can get it.

4) Keep the ball going against the wall, and allowing only one bounce. See if you can change the pace and arc of your shots so that you have to hit both high and low shots.

Partner Work

1) Work with your partner to practise keeping the object low over the net. See how low to the net you can send it and still keep the rally going ... Sending it too high over the net when your opponent is close to the net will provide an excellent opportunity for smashing.

2) Try keeping the object very high in the air, but also sending it back to your opponent's baseline ... This type of shot forces your opponent far back, and gives you an opportunity to recover and set up for a better attacking shot. It may force your opponent to return it short in your court.

E. PATHWAYS: focus on developing the skills to send the object in various pathways such as with a high arc (lob or clear), directly downward (smash, volley), or a lower arc with downward pathway (drop shot).

Individual Work

1) Vary the distance you are standing from the wall, as

you try to keep the ball going ... Try not to let the ball bounce ... Can you move farther away and still keep the ball in the air? ... What happens to the pathway of the ball through the air? ... This time, allow it to bounce on the rebound ... Again, vary your distance to the wall and notice the change in force (power) and the change in the pathway of the ball as you perform a stroke from different distances.

Partner Work

1) To practise hitting balls directly down over the net set your partner up with high shots.

F. EXTENSIONS: focus on developing the ability to hit the object that comes close to the body or far from the centre of the body, either low or high, forcing one to adapt the stroke to meet the situation.

Individual Work

1) Strike the ball against the wall so that you are forced to reach to the left or right to contact it ... Remember to step across the forward with the left foot when reaching to the right, and with the right foot when performing a backhand stroke to the left side of the body.

2) Prepare for the shot ahead of time, so that you have time for a larger backswing (except in a volley, when you should have a shorter backswing). As you contact the ball, keep your arm fully extended.

Partner Work

1) Try not to crowd your shot. Attempt to move your feet and get in a better position when the ball comes right at you ... Keep driving it straight at your partner forcing them to step one way or the other and practise hitting the ball in close to the body ... This often happens in a game when you haven't had time to get into the most appropriate position.

III. DYNAMICS

A. TIME: focus on developing the ability to anticipate the speed of the oncoming object, and the ability to send the object at different speeds.

Individual Work

1) Change the pace on your shot. You do not always have to hit it quickly ... Have you tried using a higher slower shot? This is often useful to send the object over your opponent's head! ... I want to see a variety of shots - some high and fast, some low and slow, some high and slow, etc... Try to judge the speed of the

oncoming object so that you contact it at just the right time.

Partner Work

1) Keep your partner guessing about how the ball will come over the net. Mix up your shots. Hit some fast and some slow shots to keep your partner off balance and moving.

2) Practise serving the ball at different speeds ... Which way do you have more control? ... What will give you added power? ... This will also give the receiver practice in anticipating the speed of the serve and adjusting to make an effective return.

B. WEIGHT: focus on developing the ability to apply as much force as necessary to send the object a specific distance.

Individual Work

1) Do not hit the ball so hard that you lose control and accuracy. Try to maintain some momentum, but use a finer touch on some shots - for example place it low in a corner, just over the net or deep in a back corner.

2) Practise making low, soft shots against the wall ... Can you also do it with a backhand stroke?

3) Practise making firm, straight drives that rebound off the wall to land just inside the baseline, or just within the sidelines of your playing area ... Grip your racquet tightly as you make contact.

4) If you are using a light weight racquet, make sure that you flick your wrist quickly to gain more power.

Partner Work

1) How can you get more power into your serve, and still maintain the accuracy that is needed? ... That's right - keep your eye on the ball and contact it at the right moment. Step into the stroke transferring your weight forward and don't forget to follow through.

C. SPACE: focus on striking the object with directness or flexibility for a desired effect such as putting a spin on the ball.

Individual Work

1) Get into position sooner so that you have time to make a curved backswing, and then concentrate on stroking directly through the ball as you make contact.

2) To get more of a spin on the ball, don't keep your wrist so firm but loosen up and use a flexible wrist action.

D. FLOW: focus on developing the ability to execute a smooth, controlled stroke.

Individual Work

1) This time when you are striking the object work on executing a smooth and continuous swing. Don't jerk or slap at the object at the last moment ... Trying to hit the ball does not mean that you have to make a shorter, choppier swing ... Transfer your weight to get a smooth stroke rather than using your arm only ... Your backhand stroke should also have a smooth backswing and a controlled follow-through.

IV. RELATIONSHIPS

A. WITH PEOPLE

A player must incorporate the skills of projecting the object in various ways to outwit and outplay the opponent. The previous tasks will develop the necessary skills to do this. A player must analyze the weaknesses of the opponent and select the most appropriate shots to take advantage of these weaknesses according to particular game situations.

A team of two or more players must take advantage of an individual's ability to effectively perform a specific stroke such as the backhand. A teammember that has a strong and consistent backhand should play a position where this skill can be utilized.

Partner Work

1) Hit the ball to the right of your partner ... to the left of your partner ... Remember to place your left foot in the direction that you want to send the ball when doing a forehand ... Send it out of your partner's reach. Don't look at your partner, but at the ball as you hit it.

2) Can you send the shuttlecock beyond your partner, using an underhand clear? Your partner should try to return the shuttlecock with an overhead clear ... Alternate hitting it deep and shallow so that your partner has to use both an underhand and overhead clear.

3) Continue to hit the ball to the left of your partner; sometimes close to the body and sometimes far from it ... This will help improve your partner's backhand and your ability to place the ball to take advantage of a common weakness.

4) Practise taking turns with your partner hitting the ball against the wall ... Also try to keep the ball going without a bounce. This will not give you much time to get out of your partner's way.

REMEMBER ... DEVELOPMENT OF BODY MANAGEMENT AND EQUIPMENT HANDLING SKILLS ARE VITAL TO THE EFFICIENT AND EFFECTIVE PLAYING OF COURT GAMES.

COURT GAME STRUCTURES AND THEIR DEVELOPMENT

Most children, like adults, can hardly wait to play "the game"! Children do not enjoy merely practising isolated skills lesson after lesson, until they have supposedly learned all the skills of the game and are now ready to play the game. Children should be involved in the playing of a game in the first lesson of a unit. If the teacher involves the children in a progressive process, which allows them to make a few decisions regarding the rules of their skill development practices, then the children will be ready to help develop and play the games which utilize those rules. With sufficient teacher guidance, these games will be challenging and enjoyable for the children, and will demand the use of the skills developed earlier in the lesson. Many of these games may not have a complete set of rules but show the essence of a game. Do not hurry the children into complete sets of rules until they are ready.

The following section on court game structures and their development provides sufficient information for the teacher to include games that are totally teacher directed or to include games that require varying degrees of input from the children. A framework of possible rules, from which the teacher and/or the children can design various court games, is included. Several court game structures complete with many rules are provided, as well as open-ended court game structures that require some input from the children.

DEVELOPMENT OF THE GAMES THROUGHOUT A UNIT

The games of the lessons throughout a unit should be challenging and enjoyable for every individual. The games should provide opportunities for the children to utilize the various skills, strategies and relationships, developed in the Skill Development portions of the lessons, in the playing of various divided and shared court games. The games played should be those which are invented by the teacher, adapted by the teacher from known sources, or those invented by the children with the teacher's guidance. The length of time spent in each lesson playing these games will increase throughout the unit to the point where games may be played for the entire time of a single lesson.

Although many skill development practices, even in the beginning stages of a unit are game-like, they do not constitute an "actual game". However, these practices should gradually incorporate some of the basic rules of the games that are going to be played. The practices that involve individual or partner "beat your own record" activities are beginning to resemble a Division II game, but remain as skill development practices, whereas in Division I similar situations may represent the actual games of the lesson. In the early lessons the court games will be less complex, with fewer rules than in the later lessons of the unit, because initially many children are challenged by merely keeping the object in play and are less concerned, for example, with who scores the point.

The games, whether invented by the teacher and/or the children, become increasingly complex, because as skills and strategies improve a need for further restrictions governing play is exposed. The teacher need not introduce all the rules of a game at once but only those necessary to initiate the playing of the game. The children cannot be expected to play the end product immediately. The children need time to develop and play their games, and as the needs arise rules may be changed with the changing of one rule often necessitating the changing of another. They need to enjoy the playing of their games with few interruptions until something happens which requires an adaptation of an existing rule or the inclusion of a new rule.

Throughout the unit, the teacher should utilize a variety of organizational procedures to involve the children in the developing and playing of divided and shared court games. The teacher should vary the number and type of decisions that are to be made by the children. Thus the amount of structure that the teacher imposes will also vary. The teacher's directions may all be expressed verbally, may be written on task cards, or perhaps a combination of both methods will be used. For example: the teacher may verbally give the major structure for the game(s) to be played, while leaving the choice of equipment (implement and object) to the children; the teacher may verbally demand that all students use the same equipment, that which they had been using in skill development and then have them make further decisions regarding their game in response to a specific task card. One task card may be the same for every small group, but is more likely to be different. Each group may split up into teams of 1 vs. 1 as required on the task card, or there may be a choice of playing 1 vs. 1, or 2 vs. 2, for example. Task cards, if used appropriately, can be an effective teaching technique to assist children in developing court games. (See p. 205 for more information on task cards.)

Within a lesson children in Division II tend to rotate less from station to station than do children in Division I. Although there may be a variety of stations which include 1 vs. 1 shared and divided court games, the children will more often remain in the same or a similar group developing a game for about four lessons before moving on to another station to develop and play another game. Quick rotations and too frequent group changes are not conducive to the progressive development or playing of a game. The necessity for the addition or deletion of rules also does not become evident unless there has been time for the game to progress.

Teachers should begin a unit with an end product in mind, but must also realize that often changes have to be made to original plans depending on the children's present needs, interests and abilities. Teachers may wish to progress toward a court game that they have designed themselves, or one that they have modified. Thus the skill development and games sections of the lessons will be structured so that all children play a similar game. However, teachers may also structure the experiences so that several different games result from each twosome or foursome. Teachers must always have specific objectives in mind, but ways of achieving them are numerous and varied. For example, by the end of the unit the children may have been exposed to a variety of both shared and divided court games, but the teacher may have developed various divided court games in the first few lessons of the unit and then developed shared court games in the next few lessons, or sufficient choice may have been provided within the tasks and practices right from the beginning of the unit so that either shared or divided court games began to develop. (See p. 213 for alternatives of how to structure the games for a unit.)

A FRAMEWORK OF RULES FOR THE DESIGN OF COURT GAME STRUCTURES

The following framework is designed to assist the teacher and the children in designing and developing various shared and divided court games. These suggestions may be used to change rules of court games that teachers have adapted from a book, invented themselves or that the children have helped design. It may be necessary to adjust the rules to make a game less or more complex, to suit the specific needs of the children, or a particular situation.

REMEMBER ...

SELECT FROM THE FOLLOWING ALTERNATIVES WHEN DESIGNING OR VARYING A COURT GAME.

A SELECTION OF RULES TO BE USED IN THE DEVELOPMENT OF VARIOUS COURT GAMES

I. AREA OF PLAY

A. Size of the court depends upon:

1) Space available - keep in mind that all children need not use the same facility at the same time! Make use of all available space, for example:

a) inside facilities

   - floor space, e.g. gymnasium, stage, playroom or hallway
   - wall space, e.g. gymnasium walls not obstructed by climbing apparatus

b) outside facilities

   - closely cut grass in front of school
   - sidewalks, driveway and parking lot, e.g. paint lines to designate playing areas
   - schoolyard or adjoining park or playground
   - outside walls of gymnasium

2) Skill level of children participating

   a) larger playing area required for children lacking control and accuracy. Although too large an area will prevent them from effectively covering the total space.

   b) playing area with more restrictive markings, such as a specific service area may be required for relatively skilled children. Although these children would also make use of a larger playing area finding it a challenge to utilize and cover all the space

3) Type of equipment used - size, shape, and consistency of the object in relation to the type of implement or hand used and the means of projection, for example:

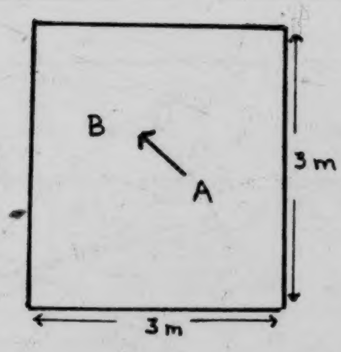
   a) smaller area if object does not fly far, e.g. nerf balls, deflated balls, shuttlecocks hit by wooden paddlebats.

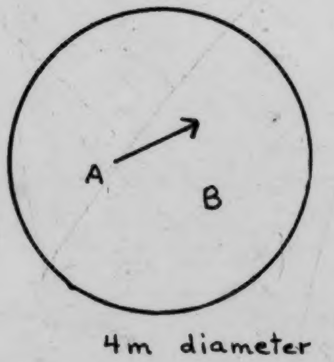
   b) higher net if object is not allowed to bounce

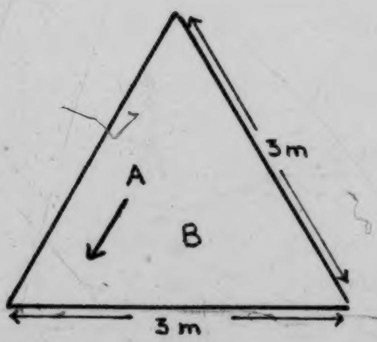
4) Number of players involved, e.g. "doubles" court is usually larger than "singles" court.

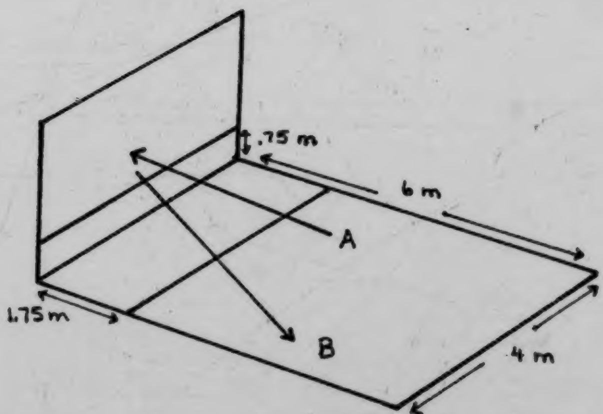
B. Shape of the court and boundary markings

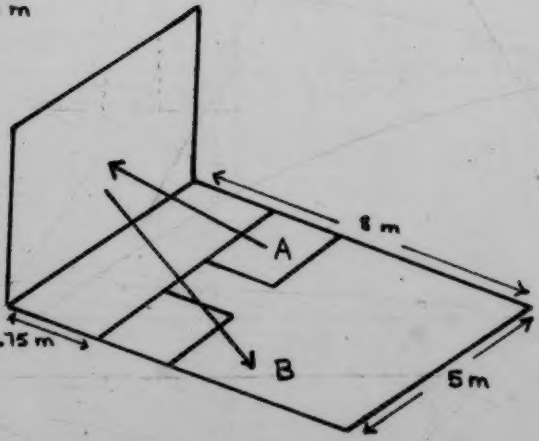
1) Shared court - both players or teams share the same playing space. This may be a triangular, circular, square or rectangular floor space, or may involve one or more walls and the adjoining floor space.











Legend to interpret areas of play:

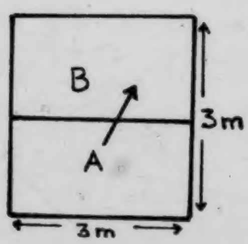
A, B, C, etc. player position when service begins

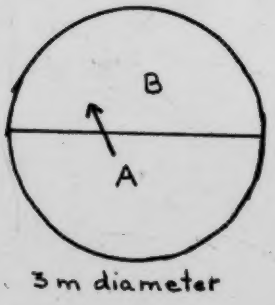
⟶ direction of object on serve

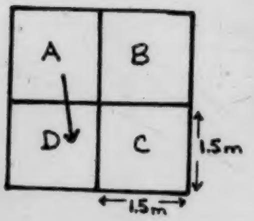
Dimensions are approximate.

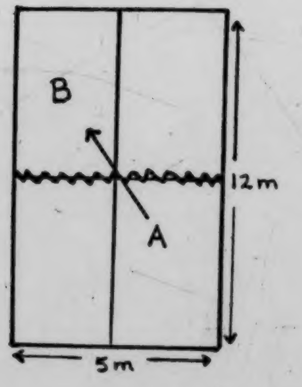
Diagrams are not drawn to scale.

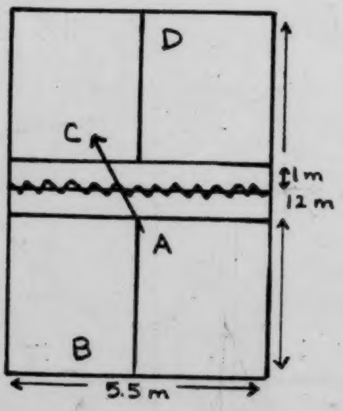
2) Divided court - one player or team remains on either side of the restrictive equipment, which divides the playing space in half (or quarters).

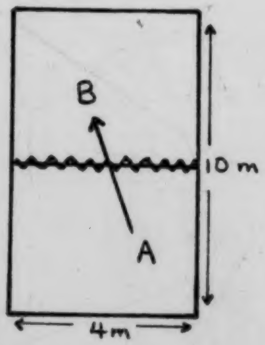


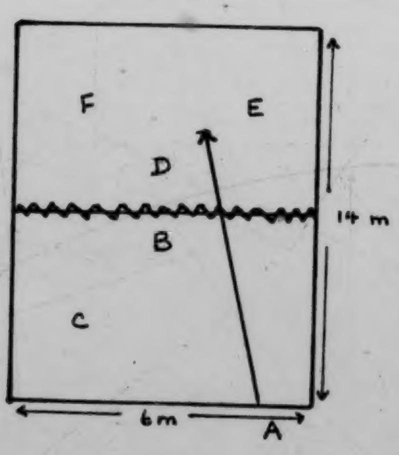


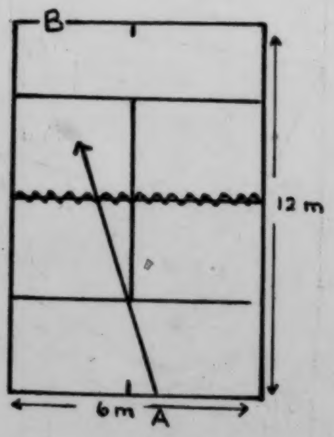










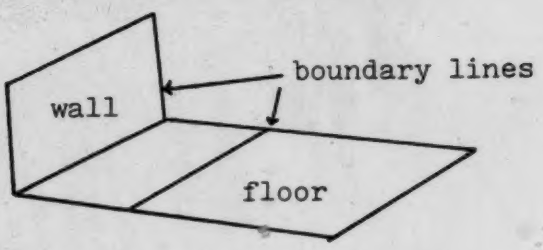


Legend to interpret areas of play:

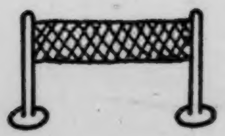
A, B, C, etc.	player position when service begins
⟶	direction of object on serve
〰〰〰	position of net, benches, rope, etc. dividing court in half
———	boundary lines

C. Restrictive equipment helps define the boundaries for play and is used to strike or throw over, under or against.

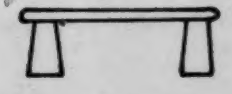
1) Ropes or lines are painted, chalked or taped on the floor, ground or wall to designate the boundaries of the playing areas.



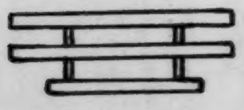
2) Nets, ropes and canes may be supported by chairs, boxes, pylons, skittles or high jump standards.



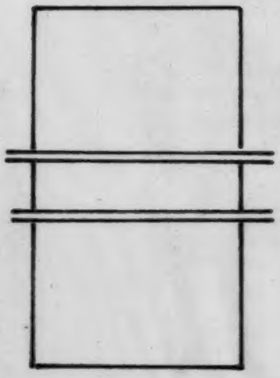
net



rope/cane



benches



wide open space on ground ("no man's land")

3) Restrictive equipment is placed at varying heights to:

a) suit the skill level and height of the children

b) divide the playing area in half, and to provide an obstacle over which the object must travel

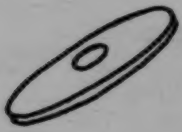
c) restrict the flight of the object, e.g. low vs. high net

II. NUMBER OF PLAYERS:

1 vs. 1, 1 vs. 2, 2 vs. 2, 3 vs. 3, 4 vs. 4.

III. EQUIPMENT:

A. Objects of various size, shapes, weights and textures must be projected with the hand or with an implement.


*frisbee

*yarn ball

*shuttlecock

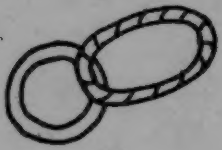
airflow ball

mini volley ball

playground ball

*paper ball

*bean bag

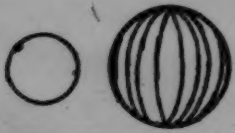

*quoits: rubber, rope
tape over wire

beach ball

tennis ball
or inflatable ball

*nylon stocking ball

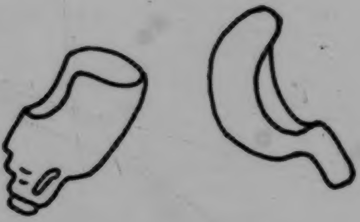
table tennis ball


nerf ball

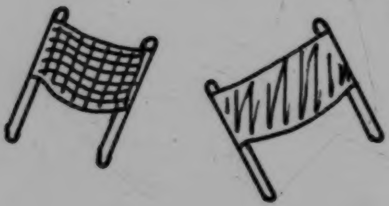
*knotted rope

(* could be homemade, see Ellis, Margaret, and Nielsen, A. Brian, *Improvised Playthings*. Edmonton, Alberta: University of Alberta Press, (in press).)

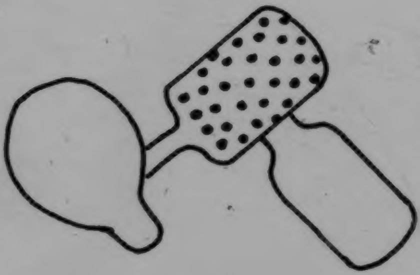
B. Implements are an extension of the hand used to project the object.



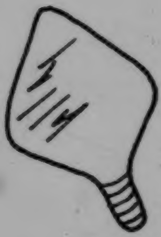
*scoops



*snappets



*wooden paddlebats



*nylon stocking bat

*cut off badminton or
squash racquet

MAKE SURE THAT THE SIZE, SHAPE AND WEIGHT
OF EQUIPMENT IS SUITED TO THE SIZE
AND ABILITIES OF THE CHILDREN!

(* could be homemade)

IV. SERVICE:

Usually all court games begin and resume play after a rally terminates, with a serve.

A. Restrictions governing from where to serve:

1) anywhere within court boundaries
2) behind base line
3) mid-court
4) right hand side and/or left side
5) right hand corner

B. Restrictions governing where the serve must go:

1) anywhere within court boundaries
2) over designated line on wall
3) beyond designated line on floor
4) to the diagonally opposite service court

C. Restrictions governing how to serve:

1) strike or throw object underarm, sidearm, or overarm
2) strike or throw object with one or two hands
3) strike object with an open or closed hand
4) strike object with an implement
5) drop object to floor before contacting
6) toss object into air before contacting
7) strike or throw object so that its pathway is arched
8) strike or throw object while both feet are in a designated area

D. Restrictions on number of opportunities to make a successful serve:

1) two opportunities (e.g. suggested in padder tennis, one-wall paddleball)
2) one opportunity (e.g. suggested in battington, scoopball, quoit tennis, mini volleyball)
3) an opportunity to serve again if object hits net and goes into the designated area (e.g. suggested in padder tennis)

E. Restrictions on who serves and when to serve:

1) one person serves three or five times and then the serve passes to either teammate or opponent (e.g. suggested in scoopball)

2) one person serves until service is lost and then serve passes to either a teammate or the opponent (e.g. suggested in battington, quoit tennis, newcombe, mini volleyball, wall ball, tap ball)
3) one person serves throughout an entire game, alternating from the right hand to left hand side of court (e.g. suggested in padder tennis)

V. DURING PLAY:

A. Restrictions on the method to strike or throw the object in the return of the serve and to continue the rally:

1) any way possible: underarm, sidearm or overarm
2) only underarm (underhand) stroke
3) only overarm (overhead) stroke
4) with one or two hands
5) with open or closed hand
6) before a bounce, after one bounce, or after two bounces
7) so that object always hits front wall
8) so that object travels over restrictive equipment
9) so that object travels with an upward arc

B. Restrictions on players:

1) must not touch restrictive equipment
2) must remain in designated space, e.g. keep one foot in bounds
3) may step outside the boundaries to play the ball
4) teammate must remain stationary in designated space during serve
5) may move anywhere within the court
6) must not hinder one another's pathway to the object
7) may have to alternate hits with teammate(s)
8) may have to pass it to one, or two players, before sending it over the net

VI. BOUNDARIES:

A. Restrictions governing the object landing on boundaries:

An object landing on any boundary lines, such as baselines, sidelines, and service lines, is:

1) considered "in"
2) considered "out", e.g. the inside lines of a Four Square playing area are "out"

B. Restrictions governing the object hitting the net on the serve:

An object that touches the net, or any other divider, on a serve and goes into the appropriate area:

1) may be called a "let". This means that the serve is then repeated
2) may be considered playable and thus play continues
3) may be considered unsuccessful and then service is lost or opponent scores a point

C. Restrictions governing the object hitting the net during play:

An object that touches the net during the playing of the game is:

1) generally considered "good" and play continues

VII. SCORING:

A. Restrictions governing who may score:

1) either the serving side or the receiving side may score the point (e.g. padder tennis, scoopball, quoit tennis)
2) only the serving side may score the point (e.g. battington, newcombe, four square, one wall paddleball)

B. Restrictions governing how a point may be scored:

One point may be scored by the server or receiver every time the opponent:

1) fails to return the object
2) allows it to bounce more than once
3) sends it out of bounds
4) sends it into or under the net

C. Restrictions governing service rotation when a point is scored:

When a point is made:

1) by the server, service may continue serving
2) by the receiver, the server may continue serving
3) by neither the server or receiver, service rotates to the other player, the receiver

D. Restrictions governing the number of points required to win a game:

1) usually a minimal number of points, such as 5, 7, 8, 9, 10 or 11, to allow for several games to be played

2) a player must be the first to get to the designated number of points, however a player may be required to attain a 2 point lead in order to win

STRATEGIES

A PLAYER OR TEAM MUST DECIDE HOW TO PLAY THE GAME SUCCESSFULLY WITHIN ITS RULES. The theoretical plans and methods for accomplishing this result are called STRATEGIES. Strategies are usually planned in advance of the game situation, while TACTICS, which are practical manoeuvres, are applied to execute the strategies in the actual game situation.

There are many basic strategies common to the playing of court games. Knowledge and understanding of these strategies will assist the teacher in providing meaningful experiences for the children. The children must be exposed to both individual and team strategies. They must learn how to select the most appropriate tactic to implement a strategy planned for in a given situation. To develop these skills and understandings a teacher may use the strategical concepts as:

1) specific objectives for lessons,
2) specific objectives for tasks and practices,
3) coaching points during practices and games.

NOTE: TEACHERS ...

1) should select those concepts for which the children indicate a readiness and those that are needed for the playing of their games.

2) should select the most suitable time to introduce a particular strategy or tactic. Often this may be during the "game-like" skill development practices.

3) should not attempt to cover all the possibilities within one unit.

COURT GAME STRATEGIES AND TACTICS

A. General Strategies and Tactics:

1) "Out think" opponent to avoid being the one that is running aimlessly to recover shots.

2) Analyze your own strengths and weaknesses to protect your weaknesses and to try to make opponent play the game suited to your strengths and abilities.

3) Analyze opponent's play to detect particular strengths and weaknesses and use opponent's weaknesses to your advantage.

4) Attempt to keep object in play and force opponent to make the errors.

B. Court Coverage:

1) Attempt to anticipate opponent's moves.

2) Carefully select and place shots that will draw opponent out of position but will not draw you off balance or out of position.

3) Maintain a ready position that will enable you to move immediately in any direction.

4) Use small, quick steps to cover the distance to get to the object.

5) Return to a central controlling position in court after every shot.

C. Stroke Selection and Shot Placement:

1) Attempt to use those shots that you execute well.

2) Avoid doing the expected; vary the speed, force, distance, height and spin of the shots to keep opponent guessing and moving all over the playing area.

3) Play shots to empty and less obvious spaces, making use of all the available playing area.

4) Place shots accurately to draw opponent out of position and to prevent the opportunity for an offensive "set-up".

5) Always place shots to different spaces within the court so that the opponent(s) will be unable to anticipate.

6) Learn when it is appropriate to make a specific shot.

D. Service:

1) Put opponent at a disadvantage and attempt to set self up.

2) Be daring on the first attempt if given two opportunities to serve; vary the two serves.

3) Vary speed, force, spin, and placement of serve to prevent opponent from anticipating; do not fall into a pattern.

4) Serve to opponent's weakness.

5) Change serve depending upon opponent's position in the court.

6) To return serve, anticipate and be ready to move in any direction.

7) To receive serve, maintain a court position that allows for forward movement.

E. Doubles Play: (or more than two players per team)

1) Plan how to best cover the court offensively and defensively, for example, one player up and the other back, or both players side by side.
2) Learn to play your position.
3) Communicate with one another during play.
4) Attempt to protect a player's/team's weaknesses.
5) Attempt to use a player's/team's strengths.

DIVIDED AND SHARED COURT GAMES WITH SUGGESTED RULE VARIATIONS

HERE ARE SOME DIVIDED AND SHARED COURT GAMES THAT ARE DESIGNED FOR GRADE FOUR, FIVE AND SIX CHILDREN - COMPLETE WITH RULES AND STRATEGIES AND EXAMPLES OF VARIATIONS FOR SOME RULES!

THE TEACHER may wish to:

1) use some of these game structures as presented.
2) change some of the rules to create slightly different games to present to the children (see p. 179 for possible rule variations).
3) present the rules of a game and then allow the children to change and add rules to suit their needs and abilities.

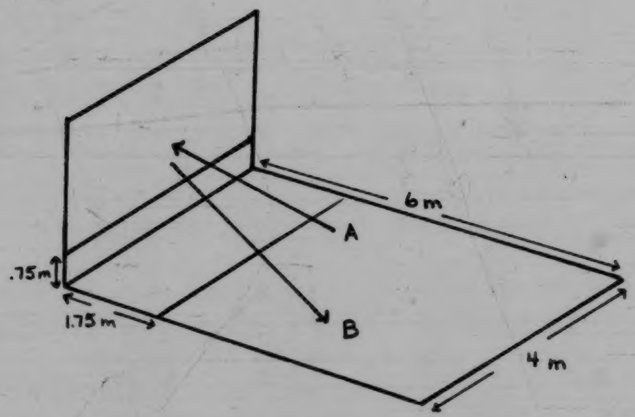
REMEMBER THAT:

1) all the rules of the following game structures should not be presented to the children at once. Present only those rules necessary to provide sufficient basic structure to initiate the playing of the game(s). Ensure that skill development practices include those rules that will be used in the games to be played. As skills and playing ability improve the players will need more rules to govern their play. These can be introduced by the teacher and/or the children as the need arises.
2) many of the game rules to follow are interchangeable, especially with regard to the object and implement, serving and scoring procedures (refer to A Framework of Rules for the Design of Court Game Structures, p. 166 for rule variations).

WALL BALL

RULES OF THE GAME

Area of Play:



No. of Players:

1 vs. 1.

Equipment:

mini volleyball or 13 cm. playground ball

Service:

1) "A" serves from anywhere behind service line on the floor or ground so that ball hits front wall above the designated line and within the designated court dimensions. "B" must then return serve either before ball bounces or after ball bounces only once.
2) To serve, ball must be bounced to the floor and hit with either an underarm or sidearm stroke.
3) Server has only one attempt to serve successfully.
4) If "A" serves unsuccessfully, e.g. sends ball out of bounds or fails to return a shot from "B", then "B" begins to serve.

During Play:

1) Strike the ball either before or after one bounce.
2) Strike the ball with one or two hands, with an underarm, overarm or sidearm stroke.
3) Strike the ball so that it hits the wall and the floor or ground within the side boundary lines, but disregard the designated line used for serving.
4) Players must give opponents sufficient space to reach the ball.
5) "A" and "B" must alternate hits.

Boundaries:

1) A ball hitting or landing on any line is considered "in".

Scoring:

1) Either server or receiver may score the point.
2) Score one point every time opponent fails to return the ball, or hits it out of bounds.
3) To win a game, a player must be the first to attain 11 points.

STRATEGIES

For Serving:

1) Select the stroke, either underarm or overarm, that provides the most accuracy or power.
2) Attempt to disguise the placement of the ball.
3) Drop some serves in close to the wall and use some sharply angled serves.

For Receiving Serve:

1) Be ready to cover the whole court area and to run forward, backward and to either side.
2) Move under the ball even if it has bounced once.
3) Attempt to make an offensive shot thus placing the opponent at a disadvantage.

During Play:

1) Anticipate the speed and flight of the ball to decide whether it is best to allow the ball to bounce or not, or whether an overarm or underarm stroke would be most appropriate.
2) Keep the opponent moving about the total area by placing shots and using a wide variety of shots, such as drop shots, high lobs, and overhead smashes.
3) After every shot, remember to return to the centralized area of the court.

VARIATIONS

A. To Make the Game Easier

Area of Play:

1) Decrease the size.

During Play:

1) Allow the ball to bounce twice.

2) Do not strike the ball, throw and catch it.

B. To Make the Game More Difficult

Equipment:

1) Use a smaller ball and project it by either hand, with an open-handed underarm, overarm or sidearm stroke.

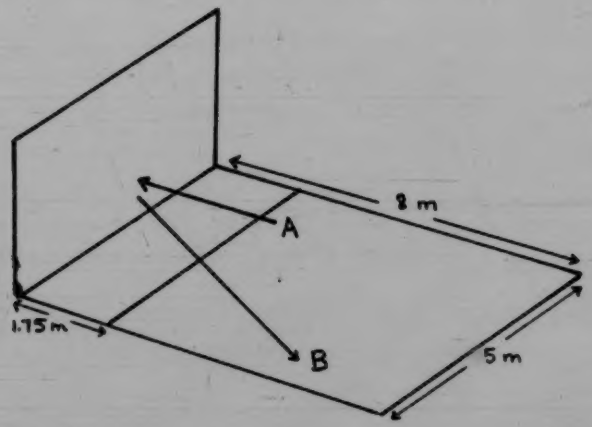
Service:

1) Serve may hit anywhere on front wall, but must rebound so that the ball always travels beyond a designated line on the floor or ground.

ONE-WALL PADDLEBALL

RULES OF THE GAME

Area of Play:



No. of Players:

1 vs. 1.

Equipment:

paddlebat and tennis ball or small inflatable ball

Service:

1) "A" serves from behind service line on the floor or ground so that ball hits the front wall and rebounds to land behind service line on the floor or ground. "B" returns serve before or after one bounce.

2) Ball must be dropped to floor and hit with an underarm stroke.

3) Server has two attempts to put serve in.
4) If "A" fails to send both serves into the correct area, sends the ball out of bounds or fails to return a shot from "B", then "B" begins to serve.

During Play:

1) Strike ball before or after one bounce.
2) Strike ball so that it always hits the wall before hitting the floor.
3) Players may not hinder one another's opportunity to reach the ball. If interference does occur, play is stopped and the point replayed.

Boundaries:

1) A ball hitting or landing on any line is considered "in".

Scoring:

1) Only serving side may score the point.
2) Score one point every time opponent fails to return ball, allows it to bounce more than once, or hits it out of bounds.
3) A game consists of 9 points. To win, a player must have a two point lead.

STRATEGIES

For Serving:

1) Vary the serves by continuously changing the placement, angle and velocity of the ball. For example, occasionally serve a high lob or a low, hard drive. Attempt to force the opponent back in the court.
2) Serve to the opponent's backhand.

For Receiving Serve:

1) Maintain the most advantageous position for covering the whole court.
2) Try not to run around a backhand stroke.
3) Decide if it is best to receive the ball before or after it bounces once.

During Play:

1) Place shots accurately forcing opponent up and back and from side to side. For example, aim for the sidelines and baseline or try a short, drop shot that lands close to the wall. Keep opponent moving, out of position and off balance.

2) Attempt to get to the ball in time to set up under control before contacting it.

3) Always remember to run back to the centre of the court after each shot and don't get caught out of position.

VARIATIONS

A. To Make the Game Easier

Area of Play:

1) Include a line on the wall, approximately .33 m. from the floor, below which the ball must not hit.

Equipment:

1) Use a deflated ball with less bounce and decrease the size of the playing area.

2) Use a ball to be projected by either hand.

3) Use a scoop and ball.

Service:

1) Service rotates to opponent after three consecutive serves (3 point maximum scored at once).

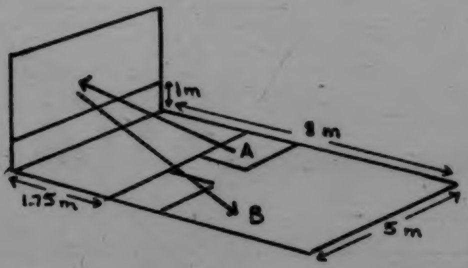
During Play:

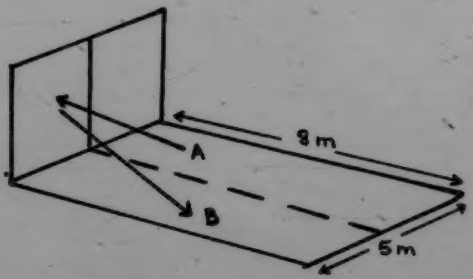
1) Allow the ball to bounce twice.

B. To Make the Game More Difficult

Area of Play:

1) "A" serves from inside right hand service box so that ball hits front wall above designated line and rebounds to land anywhere behind service line. "A" alternates between the boxes as points are scored and service maintained. Service begins in the right hand box for each rotation. During play the ball must continue to hit the front wall above the line but may rebound to land anywhere within the floor space.





2) "A" serves from anywhere within the right hand side of the court so that the ball hits the diagonally opposite half of the front wall and rebounds to land in that same half of the floor space. Disregard the specified lines during play or maintain the divided court concept.

No. of Players:

1) 1 vs. 2. One player as the server competes against the other two players. Player "A" serves the ball, and either "B" or "C" may return the serve, then "A" must make the next shot and then "B" or "C" and so on. As only the server may score, individuals accumulate their own points to win the game.

2) 2 vs. 2.

Service:

1) Allow only one chance to make serve "good".

2) Include a toss into the air and strike overarm.

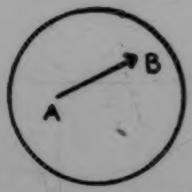
3) Serve from designated boxes, with one foot inside. Alternate serves from each box.

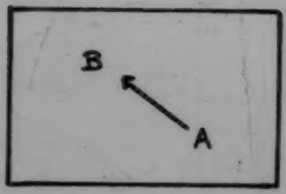
4) Serve must hit wall above designated line, or serve must hit wall in opponent's designated half.

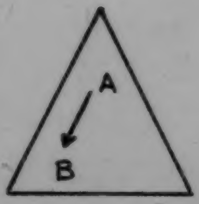
TAP BALL

RULES OF THE GAME

Area of Play:







No. of Players:

1 vs. 1.

Equipment:

20 cm. rubber ball or mini volleyball

Service:

1) "A" serves from anywhere within the entire court so that the ball will land anywhere within the boundaries. "B" attempts to return it after one bounce.

2) The ball must be dropped to the floor or ground and then hit upward with an open hand.

3) Server has one opportunity to put serve into play successfully.

4) If "A" fails to serve successfully or fails to return a shot from "B", then "B" begins to serve.

During Play:

1) Ball must be hit upward ("tapped") with one or both hands.

2) Ball must be hit after one bounce.

3) Ball must not be caught.

4) Players may move anywhere within the court and may step outside the boundaries to play the ball, but must not hinder one another's opportunity to reach the ball.

Boundaries:

1) Ball landing on the court lines is considered "in".

Scoring:

1) Only the serving side may score the point.

2) Score one point every time the opponent fails to return the ball or sends it out of bounds.

3) Game consists of 7 points.

STRATEGIES

For Serving:

1) Serve the ball as far away from the opponent as possible.

2) Do not provide much height on the tap upward.

3) Try to use sharp angles and spins.

For Receiving Serve and During Play:

1) Anticipate the direction and trajectory of the ball. Watch opponent's hand striking the ball.

2) Really bend to get under the ball.

3) Return a low shot or a higher one farther away from the server. Keep the ball moving quickly and keep the opponent guessing.

4) Disguise the hits, but do not place body between opponent and ball.

VARIATIONS

A. To Make the Game Easier:

Area of Play:

1) Make the area smaller.
2) Divide the area in half with a line or rope.

No. of Players:

1) 2 vs. 2.

Service:

1) Serve from outside the area.

During Play:

1) Ball must always be visible to opponent.
2) Ball must reach a height of .70 m. (above the knees) on each upward tap.

B. To Make the Game More Difficult

Equipment:

1) Use a smaller ball and one hand to strike it.
2) Use a paddlebat and small ball.

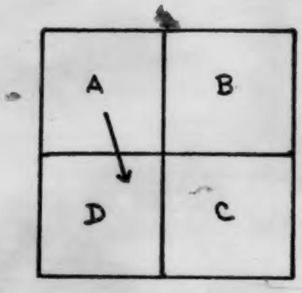
No. of Players:

1) 2 vs. 2 with teammates alternating hits.

FOUR SQUARE

RULES OF THE GAME

Area of Play:



No. of Players:

1 vs. 3.

Equipment:

20 cm. rubber ball or mini volleyball.

Service:

1) To serve, "A" drops ball to floor or ground, and after it bounces taps it upward with an open-palmed hand, so that the ball bounces into any one of the other squares.

2) If "A" serves the ball out of bounds, on the centre lines, or fails to return a ball, then player "B" becomes the server and all other players move forward one square so that "A" replaces "D". Each player attempts to move up to become the server and then maintain that position for as long as possible.

During Play:

1) Ball must be tapped or pushed upward with one hand.

2) Ball must bounce in a square before striking it into another square.

3) Ball must not be caught.

4) Players may move their feet outside of their square in order to keep the ball in play.

5) Player who makes an error must move back to the last square "D". If appropriate, other players move forward a square.

Boundaries:

1) A ball landing on the outside lines of anyone's court is considered "in", while one landing on the inside lines is considered "out".

Scoring:

1) Only the server, in "A", may score points. As many points as possible are accumulated until an error is made and the right to serve is lost. Each server tries to accumulate more points than the previous servers.

2) The game is continuous. Player with highest number of points is claimed to be the winner when time expires.

STRATEGIES

For Serving and During the Rallies:

1) Disguise the direction of the striking action so that opponents will not know whether or not the ball will land in their square.

2) Aim the ball so that it bounces on or near to the outside lines, forcing the opponent back in the square.

3) Place different angles and spins on the ball.

4) Keep the ball moving quickly. Do not allow opponents time to get set or anticipate your moves.

5) Players in B, C, and D squares may work together against the player in A.

VARIATIONS

A. To Make the Game Easier

Area of Play:

1) Make the squares slightly larger.

2) Eliminate two squares and play Two Square (1 vs. 1).

Service:

1) Always serve to the player in C. Play continues by directing the ball to any square.

During Play:

1) Use two hands, instead of one, to strike the ball.

2) Throw and catch the ball instead of striking it - but must be done with an underhand toss.

B. To Make the Game More Difficult

Equipment:

1) Use a smaller ball.

2) Use a paddlebat and small ball.

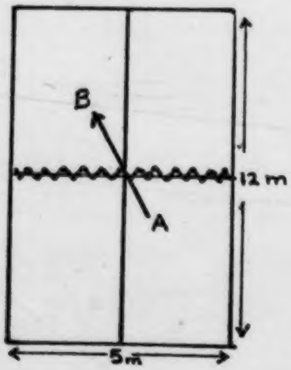
During Play:

1) Allow a downward pushing action.

QUOIT TENNIS

RULES OF THE GAME

Area of Play:



No. of Players:

1 vs. 1.

Equipment:

quoit or ring; net at shoulder height.

Service:

1) "A" serves quoit from right hand side of the court to go over net to land in diagonally opposite court.

2) Quoit must be thrown horizontally with either hand, and must travel in an arched pathway.

3) Server has only one opportunity to serve successfully.

4) "A" continues to serve, alternating from right hand to left hand side of court, until the serve is unsuccessful or until the quoit fails to go successfully over the net or lands out of bounds during play. Then "B" starts serving from right hand court.

During Play:

1) The quoit may be caught with either hand, but must be thrown horizontally, from that spot, with the same hand that caught it.

2) Quoit must travel in an arched pathway.

3) Player may take only one step when releasing the quoit.

Boundaries:

1) The quoit landing on any line is considered "in".

2) A quoit hitting the net during service is considered unsuccessful, but during play it is considered to be playable.

Scoring:

1) Either server or receiver may score the point.

2) Score one point every time opponent fails to catch the quoit, sends it out of bounds, into or under the net, or serves it unsuccessfully.

3) A game consists of 7 points. To win, a player must attain the 7 points first.

STRATEGIES

For Serving:

1) Although quoit must travel in an arched pathway, attempt to throw it quickly and to all corners of the service area.

2) Try forcing the receiver to use the left hand to receive the quoit.

3) Try keeping quoit low over the net or high and deep.

For Receiving Serve:

1) Be ready to lunge low, or to stretch high.

2) Try to anticipate the direction, speed and angle of the serve.

3) Move the feet and body to be in the best position to catch quoit with the "right" hand.

4) Return quoit immediately after catching it.

During the Rallies:

1) It is most important to keep opponent moving by releasing quoit immediately after catching and sending it to all corners of the playing area. Make opponent reach for quoit. Attempt to stay on the attack (offensive).

2) After every shot try to recover quickly and move back toward the centre of the playing area.

3) Use either hand to throw object.

4) Change the pace of the throw, and make use of low, slow drop shots as well as forceful, quick drop shots.

VARIATIONS

A. To Make the Game Easier

Equipment:

1) Use a knotted rope or bean bag.

2) Incorporate a "no man's land" for service and during play (and eliminate the centre line).

During Play:

1) May throw with either hand, not only hand that caught quoit.

2) May catch with two hands instead of only one, but continue to throw with one.

B. To Make the Game More Difficult

No. of Players:

1) Play 2 vs. 2 with or without teammates alternating turns.

Equipment:

1) Use a frisbee.

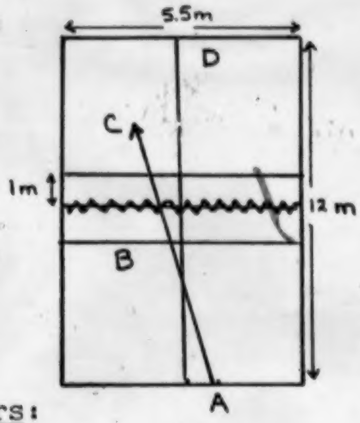
Service:

1) Serve from behind baseline.

SCOOPBALL

RULES OF THE GAME

Area of Play:



No. of Players:

2 vs. 2.

Equipment:

scoop and ball; net at head height.

Service:

1) "A" serves from behind base line on right hand side of court. Ball must go cleanly over net to land in diagonally opposite court.
2) "C" must allow ball to bounce once before returning it.
3) Serve must be overarm or underarm throw.
4) Server has one opportunity to serve successfully.
5) Player "A" serves to player "C" three times. Service then rotates to opponents and player "C" delivers three serves to player "B" who has switched positions with his teammate to receive the serve. Player "B" then delivers three serves to player "D" who has switched positions to receive this serve. This order of service is maintained throughout the game.

During Play:

1) Send ball over net with either an overarm or underarm throw, but do not throw ball downward within 1 m. of the net.

2) Allow ball to bounce only once or not at all.

3) Do not hold on to ball, but send it away immediately after catching.

4) Do not touch net with scoop or body.

5) Teammates must alternate turns catching and throwing the ball.

Boundaries:

1) Ball landing on any court line is considered "in".

2) Ball touching net on serve is considered a "let" and that serve is repeated, but during play game continues if ball touches net.

Scoring:

1) Either the serving side or the receiving side may score.

2) Score one point every time opponent fails to send it accurately over net or opponents forget to take alternate turns.

3) Game consists of 11 points. A team must win by two points.

STRATEGIES

For Serving:

1) Try to throw ball deep into opponent's court, forcefully and with a downward arc over net. An overarm throw will provide more power but perhaps less accuracy.

2) After serving, move quickly into the back area of the court ready to participate in the rally. Ensure that teammate is ready to receive return of the ball.

For Receiving Serve:

1) Position self about mid-court ready to move up or back.

2) Decide whether it is best to catch ball with scoop in an overarm or underarm position. Have scoop ready to catch and throw ball all in the same action.

3) Try to make the return of serve an offensive shot. Do not give opponents time to position themselves. Return ball to server's area forcing opponents to change court position.

During the Rallies:

1) Teammates must attempt to work out the best court coverage

2) Throw ball away from opponent whose turn it is to receive.

3) Be ready to catch balls that hit the net and drop over.

4) Spontaneously decide where to throw ball and get rid of it immediately.

5) Sometimes catch ball in the air, without a bounce, and release it right away.

6) Try to create situations which provide for a downward throwing action.

VARIATIONS

A. To Make the Game Easier

Area and Equipment: (1 vs. 1)

1) Simplify court boundaries. For example, disregard centre line and 1 m. restrictive area around net or lower net and include a 1 m. "no man's land" or state that ball must always travel in an upward arc.

Service: (1 vs. 1)

1) Serve underarm only.

2) Serve from closer in to net.

3) Allow two chances to make a "good" serve

Service: (2 vs. 2)

1) A serves, C serves, B serves, then D serves, without switching positions to receive the serve.

During the Rallies: (1 vs. 1)

1) Must allow ball to bounce.

2) Ball must travel with an upward arc.

During the Rallies: (2 vs. 2)

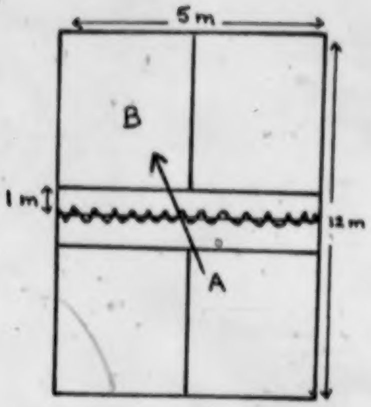
1) Teammates do not have to alternate turns.

2) There must be one pass before sending ball over net.

BATTINGTON

RULES OF THE GAME

Area of Play:



No. of Players:

1 vs. 1.

Equipment:

paddlebat and shuttlecock; net at shoulder height.

Service:

1) "A" begins game by serving shuttlecock from within right hand service court to go over net and into diagonally opposite receiver's court.

2) Shuttlecock must be hit underhand.

3) Server has only one opportunity to be successful.

4) "A" continues to serve, alternating service from right to left hand side so that B must also alternate sides to receive the serve. As soon as "A" fails to send the serve into the correct area, sends the shuttlecock out of bounds or fails to return a shot from "B", "B" begins to serve from the right hand side.

During Play:

1) Strike shuttlecock with an underarm, sidearm or overarm stroke.

2) Players must not touch net with body or paddle.

Boundaries:

1) Shuttlecock landing on any line is considered "in".

2) If shuttlecock touches net during serve and goes beyond "no man's land" it is considered "good" and play continues.

Scoring:

1) Only the serving side may score.

2) Score one point every time the player sends the shuttlecock over the net into the opponent's court in such a way that it cannot be returned.

3) A game consists of 9 points. If a tie of 8-all occurs, the first player to acquire 2 points wins the game.

STRATEGIES

For Serving:

1) Disguise the delivery so that opponent cannot tell if the serve is going to be deep or shallow.

2) Serve high and deep most often hoping that opponent will make a weak return shot. This should set up an overhead smash or drop shot.

3) Occasionally serve so that shuttlecock just clears net and travels at a sharp angle.

4) Do not waste any serves and thus the opportunity to score points. Be consistent.

For Receiving Serve:

1) Maintain a ready position about mid-court, anticipating a move up or back or lunge to the left or right.

2) Return the shuttlecock with a short drop shot or a high clear shot. If the opportunity is there, smash it back at opponent's feet.

During the Rallies:

1) Take advantage of the rule that states that a shuttlecock landing on any line is good and try placing it very near to the baseline and sidelines.

2) Try to disguise your hits so that delivery of an overhead smash, clear or drop shot appear similar.

3) Keep opponent moving up and back by using a variety of shots.

VARIATIONS

A. To Make the Game Easier

Service: (1 vs. 1)

1) Allow two chances to make a "good" serve.

2) Serve from anywhere within the court. Send shuttlecock over net to land anywhere within opponent's space. (Make court slightly smaller.)

3) Only the serving side may score, but each server has three consecutive serves, alternating from right to left side, before service rotates to opponent.

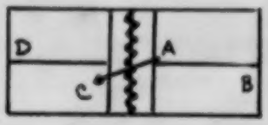
B. To Make the Game More Difficult

Service: (1 vs. 1)

1) The player begins to serve from the right hand side when an even number of points have been accumulated and from the left hand side when an odd number of points have been accumulated, instead of always beginning from the right hand side. The player continues to alternate sides as points are scored.

Service: (2 vs. 2)

1) "A" begins game and continues to serve, alternating service from right hand to left hand side so that "C" receives first serve, "D" the second serve and so on, until service is lost. Then "B", "C" and "D" serve in turn.



During Play: (2 vs. 2)

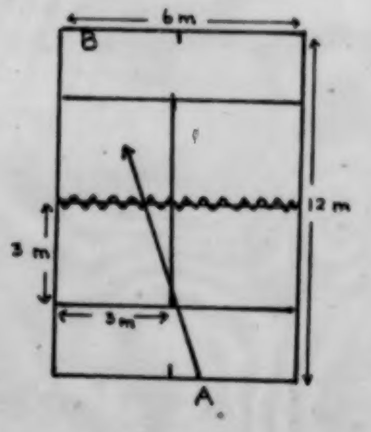
1) Teammates must alternate hits (make area smaller).

2) One pass must be made before sending shuttlecock over the net.

PADDER TENNIS

RULES OF THE GAME

Area of Play:



No. of Players:

1 vs. 1.

Equipment:

paddlebat and tennis ball (airflow or jelinek ball); net at .75 m. or lower

Service:

1) "A" starts game by serving from behind base line of right hand side of court so that ball goes over net to bounce once in the diagonally opposite court.

2) "A" serves the entire game, alternating from right hand to left hand side after each point is scored. "B" then serves the next entire game.

3) The ball must be tossed into air or dropped to floor or ground before contacting with an overarm, sidearm or underarm stroke.

4) Server had two attempts to send the ball into the correct service court.

During Play:

1) Strike ball before or after one bounce.

2) Players must not touch net with body or paddle.

Boundaries:

1) A ball landing on base lines, sidelines or service lines is considered "in".

2) A ball that touches the net on the serve and goes into the designated area is called a "let" and that particular serve is repeated. If the ball touches the net and continues over during the playing of the rally, play continues.

Scoring:

1) Either server or receiver may score the point.

2) Score one point every time an opponent misses contacting the ball, allows it to bounce more than once, or sends it out of bounds, or into or under the net.

3) A game consists of the first to get 4 points. One player must score two consecutive points if a 3-all tie occurs.

STRATEGIES

For Serving:

1) Decide the type of serve which provides the most power and the best accuracy, e.g. overarm? underarm? sidearm?

2) Try to be more aggressive or daring on the first of the two serves. Place the serve close to the back service line and near to the centre or side lines of the service area. If accuracy is consistent, try to increase the speed or put a spin on the ball.

3) Occasionally serve a short, softer ball to keep receiver guessing.

For Receiving Serve:

1) Be ready, with knees bent and body weight slightly forward, to move quickly in any direction.

2) Analyze opponent's serve as game progresses and attempt to anticipate the serve and position self on the court accordingly.

3) Plan the return shot ahead of time and carry through with the intent unless the server forces the use of different tactics. Return the shot away from the server.

During the Rallies:

1) Try to keep opponent moving, off balance and out of position.

2) Attempt to place ball close to back baseline and near to sidelines.

3) Play ball to opponent's backhand to set self up for an offensive shot.

4) Don't always wait for the ball to bounce but surprise opponent by hitting it before it bounces.

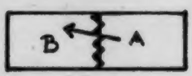
5) Try to hit ball low over net unless opponent is up close to the net, then hit it high overhead. Sometimes drive it at their feet. When close to net try to slice or spin the ball just over net so that it drops short or spins out of the court after the bounce.

VARIATIONS

A. To Make the Game Easier

Service:

1) Serve from anywhere on one side of net to anywhere on other side, using simplified court



or serve inside service court to diagonally opposite service court.

2) Serve after a bounce.

B. To Make the Game More Difficult

No. of Players:

1) Play 2 vs. 2 with a slightly larger court.

Service:

1) Serve overarm from a tossed ball.

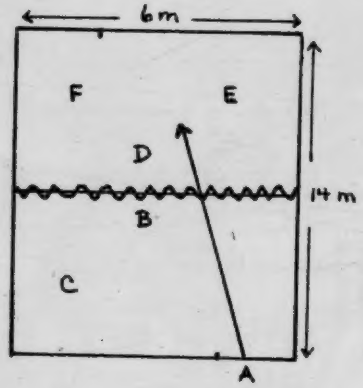
Scoring:

1) Use tennis terminology, e.g. love, 15, 30, 40, game or deuce (40 all), advantage server or receiver, game.

NEWCOMBE

RULES OF THE GAME

Area of Play:



No. of Players:

3 vs. 3.

Equipment:

mini volleyball; net at head height.

Service:

1) "A" serves ball from behind baseline from right hand corner of court.

2) Ball must travel cleanly over net to land anywhere in opponent's court.

3) Ball may be thrown with one or two hands, either underarm or overarm.

4) Server has one opportunity to serve successfully.

5) Any one of the opposing players must return the ball before it touches the ground or floor.

6) "A" continues to serve until a point is lost or until a maximum of 5 points have been scored. Then one player from the opposing side begins to serve. Service continues to alternate between the two teams, each player rotating clockwise to take a turn at serving. Maintain the same order of serving throughout the game.

During Play:

1) Ball must be caught and thrown with one or two hands.
2) Ball must not touch floor or ground at any time.
3) Ball must be thrown over net immediately after receiving it, and cannot be held for more than two seconds.
4) Players must not reach over or contact the net at any time.

Boundaries:

1) Ball landing on sidelines or baseline is considered "in".
2) Ball touching top of net during service is considered unsuccessful, but if this happens during the game, play continues.

Scoring:

1) Only the serving side may score.
2) Score one point every time ball hits ground within opponent's court or when opponent fails to return it within court boundaries.
3) A game consists of 9 points.

STRATEGIES

For Serving:

1) Attempt to serve with force and accuracy, sending ball deep into the corners of the opponent's court.
2) Select the poorest skilled players to direct serve toward, but do not always send it to this player. Try to drop serve into the open spaces between the players.

For Receiving Serve:

1) All players should be anticipating the possibility of receiving the serve. The player who is going to take it should call "mine".
2) Anticipate the speed, spin and angle of the oncoming ball.

During the Rallies:

1) Force opponents to make weak returns. Aim for the open spaces forcing players out of position.

2) Cooperate with teammates and decide who is in the best position to make the catch.

3) Throw immediately after catching ball.

4) Be ready to catch ball hitting net and going over.

VARIATIONS

A. To Make the Game Easier

No. of Players:

1) Have fewer players per side (1 vs. 1 or 2 vs. 2) with smaller court.

Service:

1) Allow two chances to make serve "good".

2) During each service rotation, each player will serve three times and then serve rotates to opponents.

3) Serve from within the court, closer to the net from the right hand side.

B. To Make the Game More Difficult

Equipment:

1) Use smaller ball.

Service:

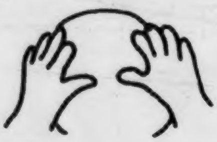
1) Must throw overarm.

2) Must strike the ball.

3) Allow one player to serve until service is lost.

During Play:

1) Must catch and throw (give and push) in an overhead action with two hands, by using fingertips and thumbs to form an open triangular shape on the ball, which should be contacted in front of the forehead. Knees should be bent, body positioned under the ball, elbows out, wrists cocked back, and head tilted up when contact is made.

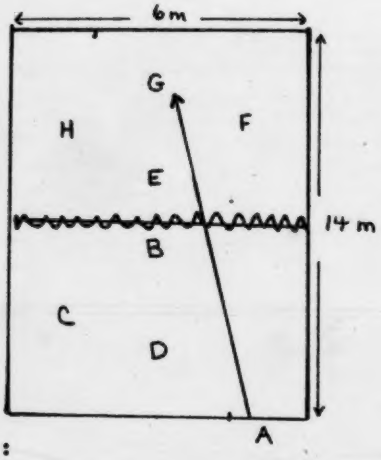


2) Must pass at least once before sending ball over net, by using two hands to catch and throw (push) at forehead height.

MINI VOLLEYBALL

RULES OF THE GAME

Area of Play:



No. of Players:

4 vs. 4.

Equipment:

mini volleyball; net above "stretch" height.

Service:

1) "A" serves ball from behind baseline from right hand side of court, to go cleanly over net and land anywhere in opponent's court. Any opposing player may attempt to return ball over net before it touches the floor or ground.

2) To serve, the ball must be tossed into air and struck with an open-handed underarm or overarm stroke.

3) Server has one opportunity to put serve into play successfully.

4) "A" continues to serve until the serve fails to go over the net successfully or any teammate fails to legally keep the ball in play. Then player "E" starts to serve. Service alternates between the two teams, players rotating clockwise each time to serve. Players maintain service order throughout game.

During Play:

1) Ball must not be caught, but always volleyed with both hands or struck with an open or closed hand (e.g. wrist area). (Although not a rule, discourage "fisting" the ball.)

2) Each player may volley the ball only once, but may do so again if another player has touched it in between.

3) Ball may be played one or two times on the same side before volleying it over the net the third time.
4) Ball must not touch floor or ground at any time.
5) Players must not reach over or make contact with the net at any time, but may retrieve ball from the net.

Boundaries:

1) Ball landing on any court line is considered "in".
2) Ball touching net on the serve is ruled an unsuccessful serve and service is lost, but ball touching net during play is considered "good" and play continues.

Scoring:

1) Only the serving side may score the point.
2) Score one point every time opponents fail to legally return ball over net.
3) Game consists of 11 points. A team must have a two point lead to win.

STRATEGIES

For Serving:

1) Aim for the sidelines or baseline or any other open area of the court which is not protected by the opponents.
2) Attempt to vary the speed and placement of the ball.

For Receiving Serve:

1) Be ready to move in any direction. Move the feet and get into an appropriate position under the ball.
2) Decide upon the best way to receive the serve. For example, decide if the ball is coming too low and forcefully to volley.

During the Rallies:

1) Maintain a ready position with knees bent and weight slightly forward.
2) Always move underneath the ball.
3) Face in the direction that you want to send the ball.
4) Retrieve balls that bounce off the net on your side and keep them in play.
5) Try to use three hits per side, however occasionally vary the number of times the ball is played before it is sent over the net.
6) On the first and second hits try to send the ball to players closer to the net who can then send it over.

VARIATIONS

A. To Make the Game Easier

No. of Players:

1) Decrease the number of players to 3 vs. 3 or 2 vs. 2 and decrease the area of play accordingly.

Equipment:

1) Use a lighter ball such as a beachball.

Service:

1) Allow two chances to serve successfully.
2) Serve from right hand side of court but three steps inside baseline.
3) Allow server a maximum of five successful serves (5 points) before service rotates to opponents.

During the Rallies:

1) Allow maximum of two hits per side.

B. To Make the Game More Difficult

No. of Players:

1) Increase the number of players to a maximum of six players per team.

Equipment:

1) Place net at below stretch height to encourage a downward striking action.

Service:

1) Must toss ball into air and strike overarm.

Scoring:

1) Game consists of the first team to accumulate 15 points.

OPEN-ENDED COURT GAME STRUCTURES

OPEN-ENDED GAME STRUCTURES REQUIRE THAT THE CHILDREN MAKE SOME OF THE RULES FOR THE GAMES THAT ARE GOING TO BE PLAYED.

Teachers may wish to use open-ended game structures that require some input from the children as well as the totally teacher-directed games. There are several reasons why teachers may include these game structures in their program:

1) to make use of available space and equipment, as different games may be played at one time.

2) to expose the children to a variety of court games.

3) to involve the children in the processes of problem-solving and decision-making.

4) to provide the opportunity for children to design games suited to individual needs and abilities.

5) to provide the opportunity for the children to realize the need for rules; how rules give a game its structure; how rules can be changed to meet a specific need or requirement.

The variety and complexity of the games that result will depend upon the number and type of decisions left open to the children. Some basic rules must be maintained by the teacher to ensure that the game has a court game structure. As certain combinations of rules do not work well together, it is the teacher's responsibility to guide the children's decisions concerning the compatibility of rules. The decisions made will determine the rules that govern the playing of their game. (For the types of rules refer to A Framework of Rules for the Design of Court Game Structures, p. 166.)

Teachers who have not previously involved the children in making decisions regarding the rules of their games, may wish to use the games previously presented (refer to p. as an initial basis for change. It is best to have the children change some rules of a game that is known to them. For example, the teacher may ...

1) select one or two of the rule variations stated after each game for the children to change.

2) ask the children to change one aspect of the game, such as the equipment, service rotation, or scoring procedure, plus any other rules that need to be changed as a result of this initial change.

3) ask the children to decide what rule changes and/or additions should be made. (The teacher would ensure that certain rules were maintained.)

The decisions to be made may be presented to the children verbally or in written form on a task card. Similar tasks may be presented to all groups of children, or every group may be challenged with completely different tasks, producing a greater variety of games.

A TASK CARD must:

1) provide sufficient information (rules) to allow the children to initiate a game on their own, and at the same time be clear and concise.

2) present the rules of the game(s) already determined by the teacher and the rules or decisions to be made by the children.

The following OPEN-ENDED GAME STRUCTURES are examples of how children can be involved in decision-making and the designing of their own divided and shared court games.

DESIGN A SHARED COURT GAME

RULES established by the teacher:

1) play 1 vs. 1.
2) use a paddlebat and tennis ball.
3) share the wall space and adjoining floor space as the court area with your opponent.
4) serve from behind the baseline with an underarm stroke, to send the ball in the air to the wall.
5) during play, strike the ball either before or after one bounce.
6) allow your opponent an open pathway to the ball.
7) game to 11 points. Winner must have a two point lead.

RULES to be made by the children:

Select one:

1) service: a) one chance to be successful
   b) two chances
2) service: a) bounce the ball to strike it
   b) toss ball slightly into the air
3) service: a) return the serve after one bounce
   b) return the serve before one bounce
4) service: a) serve three times consecutively
   b) alternate serves after each loss of serve

Decide:

1) on the boundary lines of your playing area.
2) on who should be allowed to score points and for what reasons.

PLAYING the game:

1) before you begin to play a game practise both ways of serving and then select the best way for you. Practise returning serves at the same time.
2) try to send the ball in different directions to keep your opponent running about the total area.

DESIGN A DIVIDED COURT GAME

RULES established by the teacher:

1) 1 vs. 1.
2) object that can be thrown and caught.
3) rectangular playing area divided by three benches or an equivalent.
4) service:
    - i) one chance
    - ii) use a one-handed underarm throw so that the object travels with an upward arc.
5) during play:
    - i) catch and throw with one hand.
    - ii) throw from the position where catch was made.
6) scoring: game to 7 points.

RULES to be made by the children:

Select one:

1) a) quoit b) frisbee c) beanbag
2) during play:
    - a) catch and throw object with the same hand, or
    - b) catch with one hand and throw with either hand.
3) boundaries:
    - a) object hitting divider and going over into court on the serve and during play is considered in, or
    - b) is considered out.
4) scoring:
    - a) only the serving side may score, or
    - b) either side may score.

Decide:

1) where to serve from.
2) where serve must go.
3) if a no man's land is necessary.

PLAYING the game:

1) quickly select your equipment.
2) during play anticipate and quickly move your feet and body into the most effective position to make a one hand catch.
3) try to disguise the direction of your throw.

DESIGN A DIVIDED COURT GAME

RULES established by the teacher:

1) 2 vs. 2.
2) rectangular court space divided by a rope or net at shoulder height.
3) service:
    - i) toss object into air and strike it or throw it over the divider.
    - ii) object hitting net and going over is good; object that does not go over means loss of serve.
    - iii) both players of one team serve before service rotates to opponents.
    - iv) one chance to serve.
4) during play: teammates must alternate hits or throws.

RULES to be made by the children:

Select one:

1)
    - a) paddlebat and shuttlecock
    - b) scoop and ball
2) service:
    - a) serve underarm
    - b) serve overarm
3) service:
    - a) object may go over divider and land anywhere.
    - b) object must go over divider and land in diagonally opposite court.
4) scoring:
    - a) serving side may score.
    - b) either side may score.

Decide:

1) if a no man's land on either side of the divider necessary.
2) where to serve from.
3) which opponent should receive the serve.
4) on the number of total points in the game.

PLAYING the game:

1) practise rallying first so that you get used to the idea of teammates alternating turns.
2) attempt to place the object away from the particular player whose turn it is to receive.

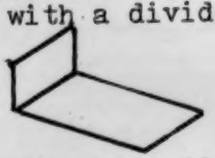
DESIGN EITHER A SHARED OR DIVIDED COURT GAME

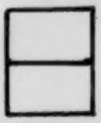
RULES established by the teacher:

1) 1 vs. 1.

2) use a paddlebat and inflatable ball.

3) either a floor and adjoining wall space, or a rectangular floor space with a divider of about 1 m. high.





4) service: i) bounce ball to strike it with an underarm or sidearm action to go clearly over the divider or against the wall.
   ii) return after one bounce.

5) during play: allow ball to bounce once or hit before it bounces.

6) scoring: only server may score.

RULES to be made by the children:

Select one:

1) a) shared court   b) divided court

2) service: a) one chance to serve
   b) two chances

3) game to: a) 9 points
   b) 11 points

Decide:

1) on specific court boundaries to designate areas from which to serve and into which the serve should bounce.

PLAYING the game:

1) first decide upon your area of play.

2) then practise serving and decide if an underarm or sidearm action provides you with more power and accuracy.

3) during play try to use a variety of shots, forcing your opponent out of position and off balance.

4) remember to return to the central area of your court after every shot.

PLANNING OF A UNIT

INITIAL DECISIONS
GENERAL OBJECTIVES
UNIT PLANNING ALTERNATIVES
THE PROGRESSIVE DEVELOPMENT OF A GAME STRUCTURE

PLANNING OF MATERIAL

PLANNING OF A LESSON

FORMAT OF A TYPICAL LESSON
A SAMPLE SIX LESSON UNIT

PLANNING A UNIT

A unit consists of a series of sequential lessons planned around a central focus or theme, such as Court Games. However, teachers may wish to focus on a more specific theme such as Divided Court Games or Shared Court Games.

The general objectives of a unit must be planned in advance by the teachers. In the establishment of meaningful objectives, teachers must consider the children's age, previous experience and current stage of development. Based upon this knowledge, the teachers can then make some INITIAL DECISIONS TO GUIDE THEIR PLANNING OF THE UNIT:

1) Do I want the children to experience a variety of games within one type of game structure such as Divided Court Games or do I want them to experience games within both types of game structures, Divided Court Games and Shared Court Games?

2) How many games will time permit them to develop and play?

3) Are the children ready to handle an open-game structure right from the beginning of the unit or should they begin with a basic game structure provided by the teacher and gradually be given the opportunity to add and/or change some rules of the game they are playing? What basic rules are necessary to initiate the playing of these structures?

4) Will I have all the children play a similar game? Will I have half the class playing one game and the other half another game? Will I provide sufficient choice so that several different games will be being played at once? (choices might be governed by equipment and playing space)

The responses to these initial decisions regarding the types of games the children will play should form the basis for further decisions, such as:

1) What type of equipment will be used throughout the unit? Will I select the equipment or will I provide limited choice from which the children select? Do I want all the children to use the same equipment, similar equipment or different equipment? Will they use only objects to project, or objects and implements?

2) Will the children all play 1 vs. 1 initially? Will some or all play 2 vs. 2 later on in the unit? Will the children be offered a choice of whether to play singles or doubles? (three or four per side in some games)

3) Based upon the types of game structures that the children will be playing, what types of body management and equipment handling skills are needed to participate effectively, and how can I best develop these skills? What types of practices, relationships, etc. do the children need to experience to develop these necessary skills?

GENERAL OBJECTIVES TO CONSIDER WHEN PLANNING A UNIT ON COURT GAMES

The following objectives are suggestions for the teacher to refer to when planning specific objectives for a unit based on the needs and abilities of a particular group of children and a specific setting.

1) To develop in the children an understanding of the terms: Court Games; Divided Court Games; Shared Court Games.
2) To develop in the children an understanding of, and the ability to execute the skills that are required in the playing of court games:
    a) body management skills (locomotor, non-locomotor)
    b) equipment handling skills (projecting, receiving, retaining).
3) To develop in the children an understanding of the components of Movement Analysis (Body Awareness, Space Awareness, Dynamics and Relationships), which help in the development of the necessary skills to play court games.
4) To develop in the children the ability to use specific body management or equipment handling skills most advantageously in given situations.
5) To develop in the children an understanding of pertinent strategies and the ability to use them in the playing of court games.
6) To develop in the children the ability to adapt to a variety of situations: individual, partner, and small group play; cooperative and competitive play.
7) To provide opportunities for the children to work at their own level and to progress at their own rate, thus helping the children to gain confidence and experience success.
8) To ensure that all children are challenged and thus encouraged to reach their maximum potential.
9) To set problems for which the children must discover appropriate solutions.
10) To provide the children with choices that require them to make decisions.
11) To allow the children to pose problems for themselves and find appropriate solutions.
12) To develop in the children an understanding of the need for rules to govern play.

13) To develop in the children the ability to select appropriate rules and the ability to adhere to those selected.

14) To involve the children in the process of changing some rules of a game to suit their needs and abilities.

15) To develop in the children the ability to transfer skills and knowledge from one situation to another, and to cope with each changing moment in the playing of court games.

16) To provide the children with the opportunity to learn to work with others.

17) To provide the children with maximum and meaningful activity.

18) To develop in the children the will to try hard and play to the utmost of their abilities.

19) To develop in the children the continued desire to play games by providing enjoyable and purposeful experiences for them.

UNIT PLANNING ALTERNATIVES

The following alternatives may assist the teacher in planning the games section for lessons in a unit on court games. There should be a progressive development of the games in this section ensuring that effective learning takes place. The alternatives presented attempt to account for the vast differences that exist among teachers and children.

I. ALTERNATIVE A

Based upon:

1) limited equipment available, e.g. many balls available.

2) children's need to develop further skills using their hands only before using implements to project the ball.

3) teacher's ability to cope best with all children playing a similar game at the same time, because teacher and children are accustomed to playing one teacher-directed game.

4) teacher's desire to have all children play a type of SHARED court game.

Lesson 1 and 2:

1) Children use balls of various sizes.

2) Children strike the ball with their hand(s) only.

3) Initially include a considerable amount of individual exploration and skill development with the ball.

4) Then have partners cooperatively practise striking the ball within a shared floor space.

5) Have the practice situation evolve into the playing of variations of 1 vs. 1 Tap Ball (see p.). Teacher determines many of the rules, such as how to serve, and children determine a few.

Lesson 3 and 4:

1) Continue to improve and develop children's skills in handling the ball by having individuals project the ball in various ways against the wall.

2) Again progress to having partners share the wall and floor space and attempting to keep the ball going against the wall.

3) Gradually increase the number of restrictions governing the practice so that these restrictions become the rules of the game.

4) Allow the children some input so that the games become variations of the game, Wall Ball (see p.).

II. ALTERNATIVE B

Based upon:

1) children's need to further develop their skills of throwing and catching.

2) children's ability to cooperate and compete as part of a two member team.

3) teacher's desire to expose the children to DIVIDED court game structures.

4) teacher's ability to set tasks and practices, etc. suited to a variety of objects.

Lesson 1 - 3:

1) Initially have individuals exploring throwing and catching with various objects: quoit, beanbag, frisbee and ball.

2) Have them then select an object with which to continue working.

3) Then have two children who are using the same object join together to practise different ways of throwing and catching.

4) Progress to throwing and catching over a net or rope placed at or above shoulder height. Children trying to keep a rally going. Gradually introduce a few rules, such as using one or two hands to throw, as the practising continues. Also have the children work on different ways to serve.

5) Progress toward 1 vs. 1 games similar to Quoit Tennis (p.) and Newcombe (p.). Teacher decides, for example: where to serve from and to; service rotation; who scores. Children decide: how to serve; one or two hands to throw and catch.

6) After allowing time for the development and playing of the game, join two pairs together (who hopefully have been using the same object) to help design and play a 2 vs. 2 game. Rules regarding service, service rotation and scoring may have to be changed.

7) Allow time for strategies related specifically to team play to develop.

Lesson 4 - 6:

1) Children change objects.

2) Allow time for children to adapt to the new behaviour of the object.

3) Then follow similar skill development progression as stated for the first few lessons.

4) Begin by playing a 1 vs. 1 game with rule changes that the new object will demand.

5) Progress to playing 2 vs. 2, with children making any additional rule changes.

III. ALTERNATIVE C

Based upon:

1) limited facilities, e.g. insufficient wall space.

2) teacher's desire to improve the children's skills of working with a paddlebat and ball.

3) teacher's desire to expose the children to both SHARED and DIVIDED court games.

4) teacher's ability to cope with the idea of the children not all playing the same games but finds it easier to set tasks and provide coaching points for the development of skills if all children are using the same equipment.

e) children's abilities to help design their games.

Lesson 1:

1) All children use a paddlebat and ball.

2) Individuals explore striking the ball into the air, on to the floor and against the wall.

3) Children begin to develop the skills common to both shared and divided court games, such as forehand, backhand and overhead strokes by alternating hits with a partner against a wall.

4) Rules decided upon by the teacher and the children begin to place a few restrictions on the practice and initiate the playing of simple variations of One Wall Paddleball (p.), a shared court game.

Lesson 2:

1) Children utilize similar skills developed in the first lesson and begin to develop concepts and strategies related to divided court games by hitting the ball back and forth over a rope, benches or an open "no man's land".

2) Some basic rules are established by the teacher and the children. Some restrictions governing skills, such as how to serve and how to receive the serve, may be the same as those established for the shared court game. The games may begin to resemble 1 vs. 1 Padder Tennis (p.).

Lesson 3 and 4:

1) Children continue practising in pairs developing skills common to both types of games.

2) Children choose to continue developing either a divided or shared court game.

3) Allow time for the skills to improve, strategies to develop and the rules to evolve. Teacher continues to coach during the playing of the games and to pull out skills and concepts that should be repeated and improved in practice situations.

4) Have children write up the rules of their game and exchange them with another two children.

Lesson 5 and 6:

1) In pairs, children practise skills in a different situation from last lesson - either a shared or divided playing area. Teacher continues to focus on the development of specific skills, concepts and strategies.

2) Children play a game written up by others last lesson. Opportunities are provided for children to change some rules of the new game.

IV. ALTERNATIVE D

Based upon:

1) children's previous experience with all the equipment that will be used.

2) children's previous exposure to DIVIDED court games.

3) teacher's desire to have the children analyze the effect a change of equipment has on the other existing rules of a game.

4) teacher's desire to focus more on strategies because of children's familiarity with the equipment and the type of game structure.

Lesson 1 - 3:

1) Children select from: scoop and ball; racquet and shuttlecock; paddle and ball; snappet and ball.
2) As children are familiar with the behaviour of the equipment and have acquired some basic skills, individual work is unnecessary. Partners practise sending the object back and forth. Teacher focuses their attention by setting specific objectives.
3) Children divide their playing area in half by placing a rope, net or benches at various heights.
4) Children provide considerable input into the rules of their games so that different games develop.

Lesson 4 - 6:

1) Children change equipment.
2) Partner practice situations develop skills and strategies. Rules begin to govern play.
3) Children retain basic rules of their game developed throughout the first three lessons, but see the necessity of changing rules due to the behaviour of the new equipment and their skill to handle it.

Lesson 7 - 9:

1) Again children change equipment.
2) Similar process of skill development takes place.
3) Similar games evolve with necessary rule changes.
4) Children continue to attempt to transfer strategies and basic skills from one game to another.

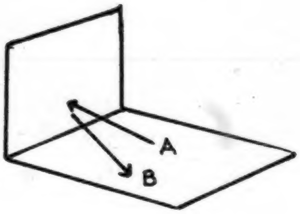
THE PROGRESSIVE DEVELOPMENT OF A GAME STRUCTURE

The following stages can be used in the progressive development of Doubles Padder Tennis. Depending upon the progress of the children, the structures may be presented within a unit or may be presented in units in different years.

STAGE ONE

Area of Play:

1) combined floor/ground and wall space
2) boundary lines generally outlined



No. of Players:

1 vs. 1

Equipment:

1) paddlebat and inflatable or tennis ball

Service:

1) "A" initiates play by serving from anywhere within the playing area so that the ball hits the front wall and rebounds to land anywhere within the floor/ground space.
2) The ball must be dropped to the floor/ground space and hit with an underarm stroke.
3) Depending upon who caused the rally to end, "A" or "B" initiates the play.

During Play:

1) The ball may be hit before a bounce or after one or two bounces with an underarm, sidearm or overarm stroke.
2) A rally continues until one player fails to return a shot.

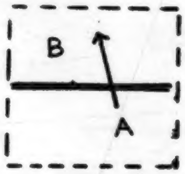
Scoring:

1) Only the player who served scores a point. (Children at this stage will not be interested in keeping score.)

STAGE TWO

Area of Play:

1) Rope or line divides playing area in half
2) Court dimensions not clearly defined



No. of Players:

1 vs. 1

Equipment:

1) paddlebat and ball

Service:

1) "A" initiates play by serving from anywhere on own side so that ball goes over the line to bounce on the other side.

2) The ball must be dropped to the floor/ground and hit with an underarm stroke.

3) "A" or "B" serves the next time depending on whose side the rally ended.

During Play:

1) The ball may be hit before a bounce or after one or two bounces with an underarm, sidearm or overarm stroke.

2) A rally continues until one player fails to return a shot.

Scoring:

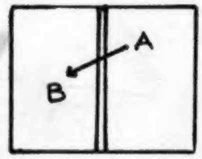
1) Only the player who served scores one point. (Children may not feel the need to keep score at this stage.)

STAGE THREE

Area of Play:

1) Sidelines and baseline introduced

2) Benches or rope used as a net to hit over



No. of Players:

1 vs. 1

Equipment:

1) paddlebat and ball

Service:

1) "A" initiates play by serving from anywhere within own court area so that ball flies over benches to bounce somewhere within "B"'s court. "B" must return ball after one bounce.

2) "A" has two chances to make a successful serve.

3) "A" serves three times consecutively before service rotates to "B".

During Play:

1) The ball must be contacted before or after one bounce.

Boundaries:

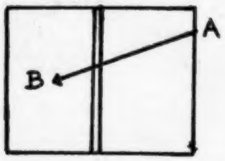
1) Any ball landing on a line is considered "good".

Scoring:

1) Only the server scores one point every time the opponent fails to return the ball successfully.

STAGE FOUR

Area of Play:



1) Same dimensions

2) Continue using benches, rope or net at .75 m.

No. of Players:

1 vs. 1

Equipment:

1) paddlebat and ball

Service:

1) "A" initiates play by serving in the same manner, but from behind the baseline. The ball may bounce anywhere in "B"'s court.

2) A ball touching net on the serve and going into the designated area is called a "let" and that particular serve is repeated.

3) "A" serves four or more times consecutively - an entire game.

During Play:

1) Players may play a ball on the fly that they think is going to land in and play continues.

2) A ball touching net and going into opponent's court is considered in play.

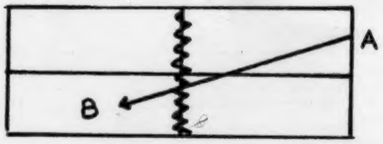
Scoring:

1) Either server or receiver may score the point.

2) A game consists of the first player to get four points. If a three-all tie, then one player must score two consecutive points.

STAGE FIVE

Area of Play:



1) Include specific areas in which serve must land

No. of Players:

1 vs. 1

Equipment:

1) paddlebat and ball

Service:

1) "A" initiates play by serving from the right hand side from behind the baseline so that the ball lands in the diagonally opposite service area.

2) The ball must be dropped to the floor or tossed into the air and hit with an underarm, sidearm or overarm stroke.

3) "A" continues to serve the entire game.

During Play:

1) Players must not touch net with body or paddle.

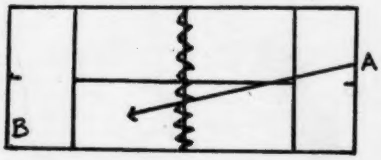
Scoring:

1) Same - either server or receiver may score the point. Game consists of four points.

STAGE SIX

Area of Play:

1) Area in which serve must land is more restricted (smaller). This area is for service only and should continue to be disregarded during play.



No. of Players:

1 vs. 1

Equipment:

1) Same

Service:

1) Same

During Play:

1) Same

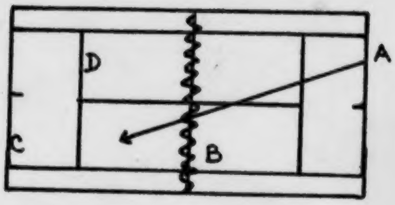
Scoring:

1) Either the server or receiver may score the point.

2) Game consists of four points, but tennis terminology is used, e.g. love, 15, 30, 40, game or deuce (40 all), advantage server or receiver, game.

STAGE SEVEN

Area of Play:



1) Size of the court increases slightly. Service area remains the same but side alleys are added to be used during play.

No. of Players:

2 vs. 2

Equipment:

1) Same

Service:

1) "A" serves the entire game as previously indicated, then "C" serves the next game, then "B" and then "D". This same rotation continues throughout the entire set of games. The designated player must return the serve.

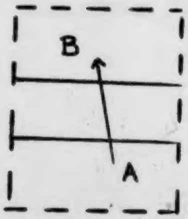
During Play:

1) Entire playing area, including alleys, is used.
2) Either player on a team may return the ball. (Teams alternate turns.)

THE FOLLOWING STAGES CAN BE USED IN THE PROGRESSIVE DEVELOPMENT OF SINGLES QUOIT TENNIS.

STAGE ONE

Area of Play:



1) Open "no man's land" in middle of playing area
2) Court dimensions not clearly defined

No. of Players:

1 vs. 1

Equipment:

1) quoit

Service:

1) "A" initiates play by serving from anywhere on own side so that quoit flies over the line to land anywhere on the other side.

2) The quoit must be thrown horizontally by one hand.

3) Either "A" or "B" serves the next time, depending on whose side the rally ended.

During Play:

1) The quoit must be thrown horizontally with either hand.

2) The quoit may be caught with one or two hands.

3) A rally continues until one player fails to catch the quoit.

Scoring:

1) The player who wins the rally, scores one point, although children may not be interested in keeping score.

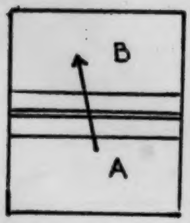
STAGE TWO

Area of Play:

1) Sidelines and baseline included

2) Rope or benches divide court in half

3) "No man's land" retained



No. of Players:

1 vs. 1

Equipment:

1) quoit

Service:

1) "A" initiates play by serving from anywhere behind "no man's land" on own side so that quoit arches over net and lands behind the "no man's land" on the other side.

2) The quoit must be thrown by one hand, horizontally without wobbling, and travel in an arched pathway.

3) "A" has one chance to make a successful serve.

4) "A" serves five times consecutively before service rotates to "B".

During Play:

1) The quoit must be thrown and caught with one hand.

2) The quoit must travel horizontally in an arched pathway.

3) The quoit must not land within "no man's land".

Boundaries:

1) A quoit landing on a line is considered "in".

Scoring:

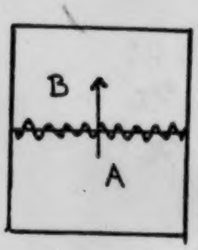
1) Only the server scores a point every time the opponent fails to catch the quoit or return it successfully.

STAGE THREE

Area of Play:

1) Court dimensions remain the same.

2) A net is placed at shoulder height and "no man's land" is removed.



No. of Players:

1 vs. 1

Equipment:

1) quoit

Service:

1) "A" serves from anywhere on own side so that quoit travels over the net and lands somewhere within the opponent's playing area.

2) Serve with either hand.

3) The quoit travels horizontally in an arched pathway.

4) One chance to make a "good" serve.

5) "A" continues to serve until the serve is unsuccessful or until the opponent fails to send the quoit over the net or sends it out of bounds. Then "B" begins to serve.

During Play:

1) The quoit may be caught with either hand but must be thrown horizontally, from that spot, with the same hand that caught it.

2) The quoit must travel in an arched pathway.

Boundaries:

1) A quoit touching the net during service is considered unsuccessful but during play it is considered to be playable.

Scoring:

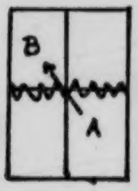
1) Only the server scores.

2) A player must win by two points. A game consists of the first to attain 7 points.

STAGE FOUR

Area of Play:

1) A centre line is established.



No. of Players:

1 vs. 1

Equipment:

1) quoit

Service:

1) "A" continues to serve the quoit into the diagonally opposite court, alternating from right hand to left hand side of court, until unsuccessful or until rally ends. "B" then starts to serve from right hand court.
2) Method of serve remains the same.

During Play:

1) Players may take only one step when releasing the quoit.
2) Other restrictions remain the same. (Disregard the centre line during play.)

Scoring:

1) Only server continues to score.
2) A game consists of 7 points. A match is won by the player who wins two of three games.

PLANNING A LESSON

FORMAT FOR THE CONTENT OF A "TYPICAL" GAMES LESSON

INTRODUCTORY ACTIVITIES

SKILL DEVELOPMENT
    Body Management Skills
    Equipment Handling Skills
    Relationships

GAME(S)

FINAL ACTIVITIES

Although there are many possible ways to plan a games lesson, the following outline briefly describes:

1) the purpose of each part of a typical games lesson.
2) the skills and understandings that should be developed within each part of the lesson.
3) some examples of the activities to be presented for the development of court games in the lesson.
4) the possible organizational procedures for the lesson.

INTRODUCTORY ACTIVITIES:

1) usually three to five minutes
2) immediate and vigorous activity
3) maximum participation
4) transition from classroom; tuning in both physically and mentally
5) individual, partner or small group work
6) with or without equipment
7) teacher directed or students' choice

Examples:

a) free choice of activity, with or without equipment
b) activity limited by teacher, e.g.
    i) free exploration of equipment set out
    ii) free exploration of equipment that can be thrown and caught

iii) free practice of skills learned last day
iv) free practice with a partner using two paddles and a ball

SKILL DEVELOPMENT:

1) development of the body management and equipment handling skills required to play the court games developed later in the lesson.

2) tasks, activities and practices should:

   a) relate to the theme of the unit and to the specific objectives of the lesson

   b) suit the needs and abilities of the students involved

   c) provide both a challenge and success for every individual

   d) include individual, partner and some small group work

   e) include cooperative and competitive situations involving various relationships, e.g. 1 with 1, 1 vs. 1, 2 vs. 2, 1 vs. 2

   f) provide a variety of experiences to enable students to transfer knowledge and skills, and to adapt to new situations

   g) become increasingly complex to include realistic game-like situations

   h) occasionally be repeated within a lesson and often within a unit, with a different focus

   i) require unique responses from individuals sometimes, and similar responses at other times, depending upon the extent of teacher structure and direction

Body Management Skills

1) development of the locomotor and non-locomotor skills used in the playing of court games

2) development of the ability to control the body efficiently for the playing of games

3) often developed without the use of equipment, but tasks, activities and practices may focus on what the body is doing while manipulating equipment, e.g. "Hit the ball to your partner forcing a run to the right or left to make the return shot. Move back to the centre of the court after every shot."

Equipment Handling Skills

1) development of the projecting, receiving and retaining skills used in the playing of court games

2) development of the ability to efficiently manipulate a variety of equipment in a variety of situations

3) development of the ability to select and use the most appropriate skill in a given situation

4) equipment may be selected by the teacher so that all, or only a few of the students, are using the same equipment

5) choice of equipment may be limited by teacher to that which is set out

6) choice of equipment may be entirely free

7) tasks and practices should include individual, partner or small group situations, and should also include a cooperative or competitive element

8) practices should gradually become more complex and more game-like and should introduce some of the rules that will be used later in the playing of the games

9) tasks should continue to focus on the same aspect that was stressed during the tasks to develop the body management skills without the equipment, so that the two skills can then be combined and utilized in a game-like practice with the same focus

GAMES:

1) the body management and equipment handling skills developed in the Skill Development portion of the lesson are utilized in the playing of games

2) children may play a variety of games or all children may be playing the same game, but in small groups (for further explanation see DEVELOPMENT OF THE GAMES THROUGHOUT A UNIT, p. 164).

FINAL ACTIVITIES:

1) brief

2) usually without equipment, as some children are still putting away equipment

3) partner or small group work

4) choice left completely to children

5) choice with limitations imposed by teacher

6) totally teacher directed

7) purpose may vary from day to day, e.g. to cool down; to release energies built up during the lesson; to finish with a very vigorous activity

8) often a question and answer period based upon specific concepts learned during the lesson

Although this typical format for a games lesson does exist, varying circumstances make it necessary for the teacher to alter the existing format.

Modifications of this format are required:

1) to adapt to the specific needs of the children, e.g. social, emotional, mental and physical development; age; skill level.
2) to adapt to the time allotted for the lesson.
3) to adapt to the place of the lesson in the unit, e.g. beginning, middle or end of the unit.
4) to accomplish specific objectives, e.g. children to teach another their game; introduce new equipment; tournament play.

Examples of Modifications:

1) eliminate activities developing body management skills without equipment.
2) extend time developing equipment handling skills, particularly at the beginning of a unit or when new equipment is introduced.
3) extend time playing the game(s) as the end of the unit nears.

Additional Lesson Planning Procedures:

1) Plan sufficient material for a thirty minute lesson. However, if material is too extensive or too advanced adapt it within the lesson and repeat ideas in the next lesson.
2) Plan progressive stages within each lesson and within the lessons of the unit.
3) Plan to have lessons frequently each week rather than longer lessons once a week.
4) Plan to play outdoors whenever possible.

A SAMPLE OF A SIX LESSON UNIT ON COURT GAMES

The following six lessons may be used by teachers as a guide when planning a unit on court games. The lessons may be adapted to suit particular children in a specific setting, as they do not include detailed tasks, coaching points or organizational procedures. (Refer to the TASKS to Develop Body Management Skills, p.146 and Equipment Handling Skills, p.156 to enrich or vary these lesson plans.)

The lessons are appropriate for children who have had some experience in playing court games, as the development of skills and concepts progresses rather quickly. The unit begins with individual exploration of the equipment, paddle-bat and ball. However, by the end of the first lesson, everyone is involved in the playing of a simple court game.

By the third lesson half the children will be playing shared court games, and the others will be playing divided court games. In the fifth lesson both groups will begin to play the other type of game. The skills for both types of games are similar, due to using the same equipment, therefore skills transfer and strategies readily develop. However, time is required for the new game to develop so that rules can be changed to suit different needs and abilities. Time is also required to play the game once the changes have been made.

REMEMBER ...

1) USE THE FOLLOWING LESSONS TO GUIDE YOUR PLANNING.
2) PHRASE YOUR TASKS TO INCLUDE DETAILS OF THE ACTIVITY, COACHING POINTS AND ORGANIZATIONAL PROCEDURE.

Lesson 1

Objectives:

1) To develop in the children an awareness of a confined playing area, known as a court, and to develop some basic running skills to move within it.
2) To have the children explore the effect of striking an inflatable ball with a paddlebat, and to learn how to manage the body in relation to this object and implement.
3) To introduce the children to some basic concepts and rules of shared court games, and to involve them in the playing of a simple shared court game.

Introductory Activities:

1) Individual exploration of equipment. (Teacher may present challenges to individuals to guide their exploration.)

Skill Development:

a) Body Management Skills

   1) Individual: find a rectangular space enclosed by lines - run to touch each line - run to the right, left, forward, backward, always facing the same direction - discover fastest way to cover the space, e.g. shuffle sidestep - realize that a player has to be able to cover the entire space quickly.

b) Equipment Handling Skills

   1) Individual exploration of equipment with the teacher

guiding the discovery and development of skills, e.g. strike the ball into the air or onto the floor - how far can you send it? can you keep it bouncing? did you try to send in various directions? did you try an overarm action? (There is no focus here other than trying to get the children to explore the behaviour of the paddlebat and ball, to find out what they can do with it.)

2) Individual: try to keep ball going against the wall - with a bounce? without a bounce? what did you do when it came to the left side of your body? (brief introduction of backhand stroke) - continuous hits to beat personal record.

3) Partner work: attempt to keep a rally going against the wall by alternating hits with your partner - hit the ball either before or after one bounce (this will be sufficiently challenging without having a definite focus, but the teacher could coach individuals, for example to move their feet and body into position before trying to strike the ball.) Beat personal record of the number of continuous hits.

4) The teacher makes the practice more game-like and competitive by introducing a few rules:
   - children designate sidelines on the wall and floor and a baseline on the floor to define a court
   - ball must stay within these boundary lines, but if it lands on any line, it is good
   - ball may bounce only once or it may be hit before it bounces
   - initiate the rally by one player bouncing the ball and hitting it with an underarm stroke
   - do not interfere with your partner's pathway to get to the ball
   - see how long you can keep the rally going

Game:

1) Preceding practice develops into a game by teacher adding another rule:
   - the player who initiates the play, by serving underarm, scores one point every time the opponent fails to return it. Take three turns and then let other player serve.

Final Activity:

1) Children put equipment away.

2) Teacher questions children about their progress in playing "a game".

Evaluation of Lesson:

1) Children did not run to get to the ball in time to prepare to hit the ball.

2) Children had little control over where they were sending the ball.

3) Children were not concerned with keeping score and it was therefore sufficiently challenging to try to keep a rally going within their court boundaries.

Lesson 2

Objectives:

1) To enhance the children's ability to run in different directions, and to change directions quickly.

2) To help the children learn how to send the ball in different directions and in the direction intended.

3) To introduce the children to some basic concepts and rules of divided court games.

Introductory Activity:

1) Individual practice of hitting the ball against the wall (teacher coaching individuals).

Skill Development:

a) Body Management Skills

   1) Partner work without equipment: one child points in the direction that the other must run. Force your partner to have to suddenly change direction. Change roles. (Work on how to move quickly in different directions and how to pivot suddenly to go in another direction.)

   2) Individual: hit ball against wall forcing self to run to the right or the left to get to the ball. Allow ball to bounce once. (Focus on the skills of running in different directions, and being ready and able to change direction suddenly to get to the ball.)

   3) Playing within a confined wall and floor space, partners alternate hits against the wall, attempting to force one another to run to the right, left, up or back to get to the object before or after one bounce. (Focus on changing direction quickly to get to the ball.)

b) Equipment Handling Skills

   1) Partners continue to rally, but now they attempt to send the ball in a desired direction, thus beginning to develop the skills of placing the ball and developing specific strokes to do so. (Focus on placement of feet, direction in which body is facing, angle of paddlebat face, etc. Children should also begin to develop awareness of angles of rebound.)

2) Continue the practice, but after sending a shot to a specific area, start running back to the centre of the playing area.

3) Now partners move to a new playing area (floor space only) and attempt to hit the ball back and forth between them. Practice continues in order to become familiar with the behaviour of the ball in relation to the different playing surface and to develop greater control in striking the ball. Try to keep the rally going within the designated area. (Skills developed from hitting against the wall will gradually transfer to this new situation.)

4) Teacher adds a further challenge to the practice: place two benches on top of one another (or the equivalent) to divide the court in half and to represent a net to hit over. Again try to rally the ball back and forth over the bench, allowing it to bounce only once or not at all.

5) With greater control and accuracy, partners hit the ball to one another so that each must run up, back, to the right or the left to return the shot. To do so, send the ball high, low, with more force, down a sideline, etc.

6) As last day, teacher introduces similar rules:
   - children to determine sidelines and a baseline to define their court (already established during final skill development practices)
   - ball may bounce once or not at all
   - play begins with a bounce and an underarm action

   Children attempt to beat their previous score of continuous hits.

Game:

A few more rules introduced:
- serve from right hand corner from behind baseline.
- take three serves and then let opponent serve.
- score one point when opponent fails to return the serve or makes an error during the rally.

(Continue to focus on running quickly in one direction to get to the ball, and pivoting to run in another direction for the next shot.)

Final Activity:

1) Teacher closes with a group activity by pointing in different directions that the children must run.

Evaluation:

1) Children are moving sooner and running or quickly side-stepping to get to the shots, but are not under control when they get there to strike the ball.

2) Children are caught out of position, usually staying on the spot from where they made their shot.

3) Most children are still hitting the ball too hard and tend not to vary the pace on the ball. (However, it is best to allow powerful hitting initially to develop a smooth backswing and follow-through and to work on control after this.)

Lesson 3

Objectives:

1) To develop the children's ability to run quickly and stop suddenly under control, in order to effectively hit the ball.

2) To make the children aware of the necessity of returning to the centre of the playing area after every shot.

3) To increase the children's control in striking the ball, and learning to apply varying amounts of force for improved control with particular purposes, for example to execute a low, drop shot.

4) To involve the children in some decision-making and to allow them some input into the designing of their game.

Introductory Activity:

Individual running fast and stopping immediately on command (work on how to control body when stopping by using both the right and the left foot forward).

Skill Development:

1) Individual striking ball against wall forcing self to run to reach the ball, but thinks about stopping in a stable position ready to hit the ball. (Focus on getting there in time to plant the feet with knees slightly bent and pivoting to meet the oncoming ball.)

2) Individual: practise varying the pace on the shot, e.g. can you hit it softer? harder and still hit it where you want? - vary the distance to the wall also - try high shots with varying amounts of force and low shots - using both underarm and overarm forehand and backhand strokes. (Teacher may call the strokes and shots by their common court game name, for example, a lob shot, and make the children aware of its purpose in court games. The development of specific strokes needs more practice and coaching, but should be returned to in a later lesson.)

3) Partners striking the ball back and forth forcing one another to run and move in all directions by

utilizing a few of the strokes just learned. (Initially, during this practice, focus on stopping in a stable, controlled position to make the shot, and then continue to practise stopping under control in order to make the shot, but stress running back to the centre of their playing area after every shot.)

4) Each pair decide whether they wish to continue hitting back and forth (over some benches) or whether they now wish to go back to hitting against the wall. (This decision will determine what type of game they will play and develop; shared or divided.) Practise different shots while trying to keep a rally going. (Teacher could suggest the practice of specific shots and therefore coach the class as a whole, as well as individuals.)

Game:

1) Continue to play with many of the same rules established in the first two lessons. For example:
- children to designate court boundaries, e.g. sidelines and baseline.
- serve from behind baseline, right hand corner.
- serve by bouncing ball and hitting with an underarm action.
- serve three times in a row and then opponent will serve.
- score one point on the serve, if opponent fails to return the serve or loses the rally.
- during play players may hit the ball before or after one bounce.

2) Children make rules regarding these aspects:
- should ball bounce once or not at all when returning serve?
- if ball hits benches and goes into opponent's court on the serve, should it count or should it be served again? during play, should it count? (only for those playing a divided court game)

(During the playing of the game focus the children's attention on varying the pace of their shots, and therefore utilizing different shots, to force opponent to keep moving, and remind them to return to the centre of the playing area after every shot.)

Final Activity:

1) Teacher questions children about the playing of their game, e.g. Is it best to return the serve before the ball bounces? Why is it important to return to the centre of the court?

Evaluation:

1) Children are neglecting to gain an advantage when serving.

2) Many errors are made when trying to return a serve. (Many take their eyes off the ball and don't move.)

3) Most children are really remembering to control the centre area.

Lesson 4

Objectives:

1) To encourage the children to develop a more effective serve and to become aware of the advantage of consistency, accuracy and variety.

2) To help the children learn to anticipate the direction and speed of a serve and to move into the most appropriate position to return the serve.

3) To have children continue the playing of either a divided or shared court game, but to have the opportunity to add or change rules.

Introductory Activity:

Partners practise using a variety of shots, against the wall or over the benches. (Teacher coaches individuals on specific shots.)

Skill Development

a) Equipment Handling Skills

1) Partners serve back and forth to one another exploring different ways of serving and serving from different distances to the wall or the benches (e.g. toss ball into air and hit overarm; applying more force; trying to get the ball to spin; trying to get ball to just drop into a designated area).

2) Each pair must decide upon:
- how they are going to serve, e.g. overarm? underarm?
- from where they will serve?
- and where serve must land, e.g. above a line on the wall? into the diagonally opposite court?
- must the serve bounce before it may be returned?

Take turns practising a variety of serves with accuracy.

b) Body Management Skills

As one serves, the other should practise anticipating the direction and speed of the serve, to learn where to stand (in a ready position) to receive the serve and then to be able to move into the most appropriate position to return it. (This will make the children realize the advantage of being able to send a serve in a specific direction and in a specific way.)

Game:

Continue to play with some rules established in previous lessons and with those established in skill development practices of this lesson. For example:

- if they have decided to serve overarm, instead of underarm, the height of the divider, from where they serve and where the serve must go, must all work well together. (It is up to the teacher to guide these rule changes.)

Final Activity:

1) Teacher requests that each pair write up the rules of their game before next lesson for others to play.

Evaluation:

1) With the teacher's guidance; most groups of children were able to adjust the rules to fit their abilities and interest.

2) Serves are improving, but still need lots of practice to be a threat. However, this does make for more successful rallies and therefore more enjoyment at this stage.

3) Children appear to understand their rules and are really beginning to plan strategies within them, even though their skills often restrict the carrying out of these plans.

Lesson 5

Objectives:

1) To encourage the children to make more use of a drop shot and a deep baseline shot.

2) To transfer the skills and understandings acquired from playing a divided court game to playing a shared court game or vice versa.

3) To provide the children with an opportunity to compare the two types of game structures and to change the rules of the new game to suit their needs and abilities, if necessary.

Introductory Activity:

Individuals get their equipment and rally by self or with a partner.

Skill Development:

Initial statement: those that were playing a divided court game last lesson will be playing a shared court game today and vice versa. Therefore partners find a new playing area.

1) Practise forcing your partner to move up and back to get to the object.
2) Really work on dropping a shot low over the benches to land short in the court, or low against the wall so it rebounds only slightly.
3) Also practise keeping your partner back at the baseline by hitting very deep in the court.

Game:

1) Spend most of the lesson on the initiating and the playing of the new game. Each pair present another pair with the rules of their game that they wrote up last day.
2) Begin to play the game according to the rules stated.
3) Allow time for the skills to progress and an understanding of how to apply them to the new structure.
4) Assist those children who feel the need to change rules to suit their abilities. This process would continue until the end of the lesson.
5) Encourage children to use the drop shot and deep baseline shot to put their opponent off balance and always moving. This would provide an offensive advantage if the shots are effectively placed and used at the appropriate time.

Final Activity:

1) One partner puts equipment away.
2) Within their court, children are encouraged to run to touch every boundary line with their hand and to return to the centre each time.

Evaluation:

1) Some children still need more time to adjust a few rules.
2) Many children's backhand strokes are weak and ineffective.
3) Most are still not very competitive, and seem to enjoy keeping a rally going. (This is fine as long as both players are challenging one another to the utmost.)

Lesson 6

Objectives:

1) To help the children learn to select the most appropriate shot for a particular purpose.
2) To work on a backhand stroke.
3) To encourage children to analyze the opponent's weaknesses in order to capitalize on the deficiencies to set oneself up as an offensive threat.

4) To play a divided or shared court game, trying to make use of the skills and strategies acquired throughout the unit.

Introductory Activity:

Partners get out equipment, set up divider if necessary, and begin to warm up. (teacher coaching individuals to be more aggressive and offensively-oriented)

Skill Development:

1) With your partner, practise backhand strokes. Try sending it shallow and deep in the court - down the sideline or across the court. (Improving the backhand will eliminate a weakness that the opponent can capitalize on.)

2) Now quite familiar with partner's weakest points, help one another improve in these areas, for example: encourage partner to start moving forward quickly to get to the low shots. Set up partner for overhead shots.

Game:

1) Spend most of the lesson again playing the game. Coach individuals as they play to help them learn what shot to use in a particular situation. Encourage them to draw on all the skills and strategies they have acquired throughout the unit.

2) Have children add any rule changes to the bottom of the first group's rules, which may be used as variations at a later time.

Final Activity:

1) Review some basic strategies used in the playing of divided and shared court games.

2) Ask children for their input regarding a future unit on court games.

Evaluation:

1) Children display a basic understanding of both shared and divided court games, and enjoy having some input into the design of their court games. This should continue in another unit.

2) Children tend to become obsessed with striking the ball and forget about moving about the court. Body management skills would have to be focused on again.

3) Children's skills and understandings could be transferred to 2 vs. 2 games, so that they could utilize their skills to learn new strategies associated with this relationship.

REMEMBER ...

1) USE THE IDEAS SUGGESTED IN THESE LESSONS TO PLAN TASKS TO MEET YOUR SPECIFIC OBJECTIVES.
2) PROGRESS ACCORDING TO THE CHILDREN'S STAGE OF DEVELOPMENT AND UNDERSTANDING.
3) REPEAT MAJOR IDEAS FROM LESSON TO LESSON OR REPEAT WHOLE LESSONS TO PROGRESS MORE SLOWLY.

TEACHING STYLES AND THE DEVELOPMENT OF TASK STRUCTURES

THE TEACHING PROCESS

OBSERVATION

OBSERVATION BY THE TEACHER

OBSERVATION BY THE CHILDREN

THE TEACHING PROCESS

Based upon their knowledge and observation of the children, teachers develop their own philosophy about how children learn and how material should be presented to them. They, therefore, develop their own unique style of task presentation to meet specific objectives.

TEACHING STYLES AND THE DEVELOPMENT OF TASK STRUCTURES

Teachers will find that they need to use different combinations of teaching styles when presenting material to the children. To be most effective, the teacher must be sensitive to the needs of the children and to the content that is to be learned by them. The teacher needs to be sufficiently flexible to adapt to the ever changing situations that arise.

Styles of teaching will differ from individual to individual, ranging from the direct, command method of presentation through the use of varying degrees of task limitation to one which encompasses considerable freedom of choice on the part of the children. However, regardless of which style is utilized, the teacher's role is to set challenges and problems which guide the children's learning.

These challenges or problems that impose restrictions on the behaviour of the children are called TASKS. Depending upon the learning that is to take place, the teacher imposes varying degrees of limitation to make one task considerably different from another.

Teachers may wish to set a task for any of the following purposes:

1) to organize the children
   e.g. "get into pairs"
   e.g. "one of you get the paddles and a ball"

2) to elicit specific behaviour
   e.g. "Force your partner to really move in order to get to the ball."
   e.g. "Show me that you remember to return to the centre of the court after every shot."
   e.g. "Find a different stroke for hitting the ball high against the wall."
   e.g. "Develop the game from the instructions provided on the card."

3) to question the children's understanding
   e.g. "How can you gain more control and accuracy?"
   e.g. "What else could you do to improve the accuracy of your serve?"

4) to guide the children's observation of a demonstration e.g. "Watch how John turns his body and places his feet in order to send the ball to the right of his partner."

A task may be presented to:

1) the entire class, a small group or to an individual child to whom the teacher has stopped to issue a new challenge. The children or child may be asked to respond verbally and/or physically.

2) the children as they continue to work, imposing further limitations on the task on which they are working.

3) the children after they have observed a demonstration. Teachers may have the children repeat the same task, with the same or a different focus to increase skill and understanding, or they may present a totally new task based upon the demonstration.

NOTE: TEACHERS SHOULD CONTINUOUSLY OBSERVE AND EVALUATE the children's responses to a task to determine whether or not the task was meaningful, appropriate and enjoyable. (Refer to OBSERVATION BY THE TEACHER, p. 247.)

Teachers should present the task structures using various teaching styles for specific purposes.

THE DIRECT TEACHING STYLE may be used for the following purposes:

1) to place special restrictions on an individual child.

2) to have the children respond in the same manner, when the teacher decides that all children are ready for the same skill or activity.

3) to have children copy a demonstration given by the teacher or the children.

4) to improve the quality of a specific skill through repetition.

5) to serve as a starting point for further discovery in the initial stages of presenting some skills or games.

6) to provide answers for those who cannot cope with too much choice, and thus foster their confidence.

Overemphasis of this style of presenting tasks may lead to stereotyped movements as it does not allow for individual responses. It does not provide any choice for the children or involve them in the decision-making process.

IF TEACHERS WISH ALL THE CHILDREN TO RESPOND IN A SIMILAR WAY, then they should present a DIRECT TASK that tells the children exactly what is required. For example:

1) "Now let me see everyone trying to keep the ball going by using backhand strokes only. Make sure that you let it bounce once before striking it."

2) "Practise serving underarm from behind the baseline so that the shuttlecock travels over the net to your partner in the diagonally opposite service area."

3) "Set up your benches and begin to play the game that you played in the last lesson."

4) "Go back to work and see if you can transfer your weight forward and step in to meet the ball as you saw Kim do."

THE TEACHING STYLE that involves varying the degree of LIMITATION placed upon the task may be used for the following purposes:

1) to impose varying degrees of restriction, from minimal to considerable teacher direction, upon the children's behaviour in order to develop variety and quality.

2) to provide choices that involve the children in making decisions and selections.

3) to guide the children's discovery of appropriate solutions to problems set by the teacher.

4) to allow for exploration and experimentation under restricted conditions.

5) to encourage the children to think for themselves and show initiative.

6) to provide an opportunity for the children to work at their own solutions at their own level and to progress at their own rate.

7) to challenge individuals to meet their maximum potential.

8) to provide adequate opportunity for all children to develop confidence and experience success.

The advantage of this style is that it allows the teacher to select the degree of restriction appropriate for any specific task, activity or section of the lesson, yet allowing some choice on the part of the children. When utilizing this style of teaching, the teacher must be wary of imposing too many or too few restrictions on the children's behaviour.

IF TEACHERS WISH TO GUIDE THE CHILDREN IN MAKING DECISIONS AND SELECTING APPROPRIATE RESPONSES WHEN SOME CHOICE IS PROVIDED, then they should place some LIMITATIONS ON THE TASK. The degree of the restriction will vary for specific purposes. For example:

1) "See how many times you and your partner can hit the ball back and forth without letting it touch the floor."

2) "Try forcing your partner to the back of the court. Have you tried using an overarm or an underarm clear?"

3) "Having seen Bonnie's demonstration, show me your pivot to the backhand."

4) "I want you and your partner to work on keeping the shuttlecock as low to the net as possible."

5) "With your partner, make up a game that involves: an underarm serve; server only scores; ball must always bounce once; alternate hits."

IF TEACHERS WISH THE CHILDREN TO DISCOVER APPROPRIATE ANSWERS TO A PROBLEM SOLVING TASK, then they should present open-ended and closed tasks, with some limitations imposed. An open-ended task allows for a variety of appropriate responses from individuals. For example:

1) "What can you do to put a spin on the ball?"

2) "What are you doing to keep your opponent off balance and moving?"

3) "Find out how much force is required to send the ball in the air so that it will hit the wall over the designated line ... Try it from various distances."

4) "How many ways can you serve the ball over the net?"

A problem solving task may also require the finding of specific answers. For example:

1) "What pathway does your racquet take when putting a topspin on the ball?"

2) "Is it better to be moving or stable when hitting the ball? In which position can you consistently make effective shots?"

3) "Based on the game that you played last day, can you find another way of scoring?"

4) "Find out if you get more power contacting the ball with a fully extended arm or a cramped, bent arm. (Remember that the arm is not the only factor that contributes to power.)"

THE TEACHING STYLE that involves FREEDOM OF CHOICE on the part of the children may be used for the following purposes:

1) to enable the children to pose their own problems to be solved and to design their procedures for discovering appropriate answers.

2) to allow the children the freedom to explore and experiment when not under the control of the teacher.

3) to provide the opportunity for the children to pursue their favourite activities; children tend to learn best what they like.

4) to allow the children to work at their own rate and level, and thus to experience success.

5) to provide the teacher with an opportunity to discover the children's preferred activities, strengths and weaknesses.

Although the children are allowed freedom of choice with this teaching style, it is essential that the teacher work with the children on their solutions to their activities to ensure the extension of their abilities. Too much freedom may inhibit the children from developing new ideas.

IF TEACHERS WISH THE CHILDREN TO HAVE COMPLETE FREEDOM OF CHOICE, then they should set a task that allows individuals to respond in their own way. However, as soon as the teacher imposes a limitation on the children's behaviour, the task no longer provides total freedom. This is one of the reasons why this type of task structure is used less frequently than that which places varying degrees of restriction on the children's behaviour. For example:

1) "Everyone get a scoop and ball and do what you like with it."

2) "Select a piece of equipment, and show me what you can do with it."

REMEMBER ...

TRY TO UTILIZE THE FULL RANGE OF TEACHING STYLES WHEN PRESENTING TASKS TO MEET SPECIFIC OBJECTIVES!

OBSERVATION

OBSERVATION IS THE ABILITY TO SEE, UNDERSTAND, AND ASSESS WHAT IS HAPPENING.

The development of effective observational skills will enhance the teacher's and the children's understanding of movement. Observation is the teacher's key to determining the most appropriate material to present to the children, and also to deciding upon the most effective way to challenge them. Through guided observations of other children, the children's understanding of movement and the development of skills will improve considerably.

OBSERVATION BY THE TEACHER

OBSERVATIONAL SKILLS ARE REQUIRED:

1) to make ongoing decisions regarding the immediate changes required during the lesson.
2) in the planning of appropriate material for future lessons and units.

DURING A LESSON A TEACHER should be continuously moving about the playing area observing the children to:

1) determine the general mood of the class, e.g. highly motivated, disinterested, lethargic.
2) determine if any hazardous situations exist.
3) determine if the task was understood by everyone, e.g. was it poorly phrased? would another teaching style be more appropriate for this objective?
4) determine if the task was suited to the abilities of the children, e.g. was it too difficult? not sufficiently challenging?
5) determine the most opportune moment to change the activity or to issue a further challenge.
6) discover which individuals or groups of children need encouragement, guidance and specific coaching.
7) select appropriate examples of an individual or group's performance to use as a demonstration for the rest of the class.
8) discover how to assist all children to develop to their maximum potential.
9) determine if a child or the children can apply their skills and strategies to game situations.
10) determine if the children are ready to handle particular equipment.

11) determine if a child or the children understand strategical concepts related to the use of particular skills in various situations.

AFTER A LESSON THE TEACHER'S OBSERVATIONS should be used to:

1) keep an ongoing assessment of every child's movement abilities and understandings in relation to the playing of court games by continuously recording these observations on charts or as anecdotal records, for example:
    - a) which body management and equipment handling skills need additional practice and which particular aspects require further development?
    - b) is more individual work with equipment required?
    - c) is the child able to cope with solving problems and ready to provide more input into the designing of the games to be played?
2) re-evaluate the planning to determine what should be included in the next lesson and in the future lessons of the unit.

> REMEMBER ...
>
> CONTINUOUS OBSERVATION IS THE MOST EFFECTIVE WAY TO EVALUATE THE CHILDREN AND THE PROGRAM.

OBSERVATION BY THE CHILDREN

THE TEACHER SHOULD PLAN FOR, AND MAKE USE OF DEMONSTRATIONS BY THE CHILDREN AND BY THE TEACHER TO ENHANCE THE CHILDREN'S KNOWLEDGE AND UNDERSTANDING OF WHAT IS REQUIRED IN THE ANSWERING OF TASKS.

Demonstrations are used for the following purposes:

1) to share ideas.
2) to clarify a task or a misunderstanding.
3) to encourage variety, e.g. different ways of serving.
4) to show specific techniques, e.g. overhead smash.
5) to show similarities and differences.
6) to show quality of performance, e.g. "How does John get power into his hit, yet maintain control?"
7) to show improvement, e.g. "Jill can now send the ball deep in her opponent's court, to land near the baseline. Keep practising to see if you can."
8) to encourage greater effort by the demonstrator(s) and/or the observers.

The teacher should utilize different ways to organize demonstrations:

1) individuals perform for their partner or opponent, or for the rest of the class.
2) a small group of 2, 3 or 4 children perform for the rest of the class (e.g. two games of 1 vs. 1 demonstrate).
3) one half the class performs while the other half observes (e.g. partners demonstrate their ability to use a flick of the wrist for the underhand clear).
4) an individual or pair perform only once or repeat the performance several times in succession.

To ensure that a demonstration is a meaningful learning experience for the children, the teacher should ...

1) ensure that it is brief, explicit and purposeful.
2) ensure that those to observe are paying attention.
3) select an appropriate time when it would enhance the children's understanding.
4) focus the children's attention on a particular aspect, by commenting or questioning before, during, or after the demonstration.

5) always provide an opportunity for the children to go back to work on the particular aspect observed and commented upon.

6) have it repeated if the children do not show improvement and further guide their observations.

OBSERVATION IS THE KEY
TO EFFECTIVE TEACHING!

BOOKS

REFERENCE MATERIALS

FILMS

BOOKS

The following books and journals, grouped according to specific topics, may assist the teacher in preparing a unit on court games.

1) These books provide information on the rules, skills and strategies of nationally recognized court games.

Bloss, Margaret and Brown, Virginia. Badminton. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1975.

Downey, Jake. Teach Your Child Badminton. London: Lepus Books, 1976.

Egstrom, Glen H. and Schaafsma, Frances. Volleyball. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972.

Haber, Paul. Inside Handball. Chicago: Henry Regnery Co., 1970.

Keeley, Steve. The Complete Book of Racquetball. Northfield, Illinois: D.B.I. Books, Inc., 1976.

McKay, Heather. Complete Book of Squash. Toronto: Jonathan-James Books, 1977.

Sklorz, Martin. Table Tennis. Great Britain: E. P. Publishers Ltd., 1977.

Sports Federation of Canada. Tennis is Fun. Toronto: Colban of Canada Inc., 1976.

Sports Federation of Canada. Table Tennis is Fun. Toronto: Colban of Canada Inc., 1976.

Sports Federation of Canada. Mini-Volleyball is Fun. Toronto: Colban of Canada Inc., 1976.

Squires, Dick. The Other Racquet Sports. New York: McGraw-Hill Book Co., 1978.

Varner, Margaret and Bramall, Norman B. Squash Racquets. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1967.

Yessis, Michael. Handball. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1977.

2) These books provide general information on the elementary school games program, and include tasks, activities and games that can be used to develop a unit on court games. They also stress the importance of involving children in problem-solving and decision-making in relation to developing skills and designing games.

American Alliance for Health, Physical Education and Recreation. "Games Teaching", Journal of Physical Education and Recreation, September, 1977.

Barrett, Kate R. "Educational Games". In B. J. Logsdon, et al., Physical Education for Children: A Focus on the Teaching Process. Philadelphia: Lea and Febiger, 1977, p. 164-207.

Department of Education. Alberta Curriculum Guide for Elementary Physical Education, Province of Alberta: Queen's Printer, 1969.

Department of Education and Science. Movement - Physical Education in the Primary Years. London, G.B.: Her Majesty's Stationery Office, 1972, p. 67-81.

Hardisty, Michael. Education Through the Games Experience. Bellingham, Washington: Educational Design and Consultants, 1972.

Hay, Mike. Elementary Physical Education. Edmonton Public Schools, 1978, p. 53-61 and p. 195-200.

Kruger, Hayes and Jane Myers Kruger. Movement Education in Physical Education: A Guide to Teaching and Planning. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1976.

Lenel, R. M. Games in the Primary School. London: University of London Press, Ltd., 1969.

Mauldon, E., and H. B. Redfern. Games Teaching. London: MacDonald and Evans Ltd., 1969.

Morris, G. S. Don. How to Change the Games Children Play. Minneapolis, Minnesota: Burgess Publishing Co., 1976.

Stanley, Sheila. Physical Education, A Movement Orientation. Toronto: McGraw-Hill Ryerson Ltd., 1977.

Wise, W. M. Games and Sports. London: Heineman Educational Books Ltd., 1973.

FILMS

The following two films focus on teaching games in the elementary school. They present children developing and playing a wide variety of games and include a brief exposure to court game structures.

1) Burbank Audio-Visual. Teaching Games Activities to Intermediate Children. (Canadian; colour; approximately 15 minutes)

2) National Audio-Visual Aids. Games in the Primary School. (British; colour; approximately 15 minutes)

(Films available from the Department of Extension, University of Alberta, Edmonton, Alberta.)